

ED 394 541

JC 960 276

TITLE The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, Arizona, February 14-17, 1996).

INSTITUTION National Community Coll. Chair Academy, Mesa, AZ.

PUB DATE Feb 96

NOTE 637p.; For selected individual conference papers, see JC 960 277-335.

AVAILABLE FROM National Community College Chair Academy, MCC Downtown Center, 145 North Centennial Way, Mesa, AZ 85201 (\$40).

PUB TYPE Collected Works - Conference Proceedings (021)

EDRS PRICE MF03 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS *Academic Deans; *Administrator Effectiveness; *Administrator Role; College Administration; Community Colleges; *Leadership Qualities; *Leadership Responsibility; *Leadership Styles; Organizational Development; Supervisory Methods; Teacher Role; Two Year Colleges

ABSTRACT

This proceedings provides a total of 77 papers discussing the roles and responsibilities of chairs, deans, and other organizational leaders at community colleges and describing strategies for improving college leadership. Following background material on the National Community College Chair Academy, the following three keynote speeches are presented: "Values, Vision, Voice, Virtue: The 4 'V' Model for Ethical Leadership Development," by William Grace, Larry Ebbers, and Dayle Kell; "Inferential Leadership: Lessons from Native American Storytelling," by Eric Jolly; and "Transformational Leaders: Meeting the Challenges of a Changing Society," by Jacquelyn M. Belcher. Next, 74 papers presented in concurrent sessions are provided. Topics covered in the papers include strategies for increasing funding for departments, chairing multi-disciplinary departments, resource management in technology-based classrooms, delegation as a team-building strategy, designing a virtual classroom using laptop computers, a model for managing organizational change, gender issues related to team-building and leadership, conflict resolution strategies, internationalizing departments and colleges through staff exchanges, balancing liberal arts and vocational education, principles for effective distance learning programs, a professional development program for adjunct faculty, strategies for balancing the teaching and managing roles of department chairs, and the roles of chairs and deans in student assessment. A list of conference participants by state is attached. Contains 116 references. (BCY)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED 394 541

THE OLYMPICS OF LEADERSHIP: OVERCOMING OBSTACLES BALANCING SKILLS TAKING RISKS

5th Annual
International
Conference

February
14 thru 17, 1996
Phoenix/Mesa, Arizona

BEST COPY AVAILABLE

1996 INTERNATIONAL CONFERENCE PROCEEDINGS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to
improve reproduction quality.

• Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy.



PERMISSION TO REPRODUCE THIS MATERIAL
IN OTHER THAN PAPER COPY HAS BEEN
GRANTED BY

G. Filan

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

THE IMPORTANCE OF THE NATIONAL COMMUNITY COLLEGE CHAIR ACADEMY

Department or division chairs are crucial to the success of the community & technical college. It is at this level that critical operational and instructional issues are addressed. Department chairs are relied upon by a college's administration to see that decisions are communicated and acted upon. From the administrative point of view, chairs are the direct link to faculty and students. They are essential to providing academic leadership for their individual departments and collectively for their college.

However, a department chair position requires considerably different skills and behaviors compared to a faculty member position. Yet typically, faculty members are thrust into chair positions without even a hint of training, often resulting in frustration (if not disaster) for these individuals as well as their departments/colleges.

There are several reasons for this. These include: 1) shifting loyalty and focus from a specific discipline and department to the college as a whole; 2) dealing with and resolving a vast number of different conflicts; and 3) learning how to design department plans and budgets that reflect the needs of their faculty and students in a time of diminishing resources. Unfortunately, few colleges provide formalized training to assist chairs in making this transition from faculty member to department chair.

The National Community College Chair Academy (NCCCA) was founded to address these leadership training concerns. Created in 1990 for the purpose of advancing academic leadership for community & technical college chairs, deans, and other organizational leaders, the Academy was formed in direct response to the acutely limited leadership training opportunities for community & technical college department and division chairs. The Chair Academy focuses on preparing these academic leaders for their dual role as manager and administrator on the one hand and faculty member/advocate on the other.

In fact, the National Community College Chair Academy is the only organization in the community & technical college setting that focuses on academic leadership training for chairs and deans.

Today, change is happening on all fronts of education. The appropriateness and need for training for college leaders of the next generation has never been greater. The Chair Academy has taken on this challenge and in so doing will posture the community & technical college system as a vital component of education in the 21st Century.

Mission

The Mission of the National Community College Chair Academy is to Advance Academic Leadership for community & technical college chairs, deans, and other organizational leaders. The Mission will be met through the achievement of Chair Academy Goals and through the offering of a variety of programs and services.

Goals

As part of its Mission, the National Community College Chair Academy has established several goals. These goals are to:

- Conduct research to identify the leadership requirements necessary to successfully carry out the responsibilities of a community & technical college chair or dean.
- Design programs and services to meet the leadership training needs of chairs and deans.
- Conduct an Annual International Conference for Chairs, Deans, and Other Organizational Leaders to promote and stimulate leadership development, as well as provide opportunities to make personal contacts with other chairs and deans internationally.
- Develop and distribute a professional journal for chairs, deans, and other organizational leaders.
- Proactively seek grant dollars from foundations, corporations, and federal agencies to support the leadership development activities of the Chair Academy.
- Partner with other educational agencies, associations, community & technical colleges, and universities to provide leadership training for chairs, deans, and other organizational leaders.
- Conduct Institutes for Academic Leadership Development throughout the United States and abroad designed to enhance leadership skills for chairs, deans, and other organizational leaders. Completion of all program competencies will lead to professional certification.

PROGRAMS AND SERVICES OF THE CHAIR ACADEMY

International Conference

First held in 1992, the annual conference provides a forum for dialogue, sharing of ideas, and opportunities for interaction among chairs, deans, and other organizational leaders. The international event includes world-renowned keynote speakers, small group breakout activities and roundtable discussions, role playing activities, case study exercises, informal discussions, and plenty of opportunity for personal interactions, networking, and building friendships. The conference is held annually in Phoenix/Mesa, Arizona during the month of February.

For more detailed information regarding the upcoming conference, select "International Conference" in the main menu.

Institute for Academic Leadership Development

The purpose of the Institute is to provide intensive training over the course of a year on the development of academic and transformational leadership skills. Through the Institute, academic leaders gain the information, skills, and insight needed to excel in their positions which carry the dual roles of department manager and academic leader.

Participants in the Institute are involved in:

- An introductory week-long Leadership Development session
- A Two-Semester Practicum which includes the development and implementation of an Individualized Professional Development Plan (IPDP)
- A mentorship program
- The development of a personal journal
- A concluding week-long Leadership Development session

Once all the requirements have been completed, each participant then receives professional certification. Participants can also earn post-graduate credit through an arrangement with the University of Nebraska-Lincoln.

For more detailed information regarding the Institute select "Institute for Academic Leadership Development" in the main menu.

Information Resources

A vital component of the Chair Academy is a library of information resources for chairs, deans, and other organizational leaders. The Chair Academy has partnered with the University of California and ERIC to build an extensive

resource base focusing on leadership research and training geared specifically to community & technical colleges.

Part of the Information Resources library is the ongoing development of an international speakers' bureau comprised of professionals available for presentations and consultations directly related to leadership training.

Research

The Chair Academy continually and systematically explores the needs of chairs, deans, and other organizational leaders through the use of surveys and other research methodologies.

The first national Chair Academy survey was conducted in February, 1991. The survey results pointed to six areas of need: faculty evaluation; strategic planning at the department/division and college level; curriculum planning and design; conflict management; developing and managing budgets; and negotiating and dealing with the dual role of the chair as both faculty and manager. The Academy responded immediately by incorporating these topics into its International Conference and the Institute.

A second survey, conducted in the fall of 1992 in partnership with the University of Nebraska Center for the Study of Higher and Post-Secondary Education, was distributed to all community college chairs in the United States and Canada. The survey was designed to determine what chairs view as challenges in the future and the strategies for meeting those challenges. Over 3,000 chairs completed the survey.

For the first time, basic data such as department size, years of experience, number of faculty supervised, and the areas in which chairs feel training is needed is now available in a book titled Academic Leadership in Community Colleges, published by the University of Nebraska Press, 1994. Subsequent research studies will include the effects of stress associated with the position of the chair and the rising issues and concerns focusing on part-time faculty.

The results of these research efforts continue to guide all of the Academy's programs and services and ensure that the Academy is addressing the most pressing needs and issues of community & technical college leaders.

Community College Exchange Program

The Community College Exchange Program (CCEP) was founded in 1986 to establish and facilitate opportunities for exchange of faculty, administrators, and staff among community & technical colleges in the United States and Canada. Over 225 community & technical colleges are currently members of CCEP. In 1993, the CCEP was placed under the auspices of the National Community College Chair Academy.

Publications

The Chair Academy publishes a professional juried journal, Academic Leadership, which serves as an information and research source for chairs, deans, and other organizational leaders. The journal is distributed in conjunction with Chair Academy membership.

Membership in the Academy

One of the best ways to enjoy the benefits offered by the National Community College Chair Academy is to become a member. Membership is offered at an individual and an institutional level.

Each member of the National Community College Chair Academy receives the following benefits:

- The ability to participate in the only international leadership training organization for community & technical college chairs, deans, and other organizational leaders.
- A subscription to the National Community College Chair Academy's juried professional journal, Academic Leadership. The journal is published three times a year and offers detailed articles on the issues facing today's academic leaders as well as regular tips and viewpoints on a wide variety of issues.
- A \$30 registration discount to the Academy's Annual International Conference featuring renowned keynote speakers, dozens of small group, interactive concurrent sessions, technology showcases, peer discussion groups, and much more. The conference is held each winter in Phoenix, Arizona.
- Access to ChairNET listserv, an on-line information network that brings community & technical college leaders together via computer. The network is a superb way to quickly access or share information on a growing range of topics.
- Access to Academy research. The Academy regularly conducts research on a variety of topics and issues facing today's community & technical college leadership community.
- An Academy t-shirt.
- Advance notice of all Academy programs, including the international conference, regional Institutes, or any other special event.
- Certificate of Membership.

Institute for Academic Leadership Development

The Institute for Academic Leadership Development (the "Institute") is one of the most important programs of the National Community College Chair Academy. The Institute for Academic Leadership Development was created to provide a hands-on, intensive leadership training program specifically for academic leaders in today's community & technical colleges. The ultimate goal is for these specially trained leaders to provide vital leadership and vision for their departments and their colleges, the result of which will be superior programs and services for students.

The Institute was created in cooperation with the University of Nebraska-Lincoln after years of research and investigation into the specific needs of chairs, deans, and others who hold (or expect to hold) academic leadership positions within today's community & technical colleges. Through surveys, interviews, face-to-face meetings, literature reviews, and assessments of other community & technical college and university leadership programs, the founders of the Institute created a program specifically designed to fill the skills gaps most often encountered by college leaders.

This year-long, comprehensive program provides skills-based leadership training and professional development. Through the Institute, academic leaders gain the information, skills, and support they need to excel in their positions and lead their departments or divisions, and their colleges, in providing outstanding educational programs to their students and communities.

Participants in the Institute will be involved in:

- An introductory week-long Leadership Development session (involving no more than 60 community & technical college leaders)
- A Two-Semester Practicum, including the development and implementation of an Individualized Professional Development Plan (IPDP)
- A mentoring program, including the development of a personal journal
- A concluding week-long Leadership Development session and awarding of professional certification

When all of the program's competencies are met, the participants receive professional certification. Participants in the Institute can also register for graduate level credit with the University of Nebraska — Lincoln.

In the next few pages, you will find more details about each facet of the Institute, what to expect as a participant, how to become involved in this outstanding Leadership Development Program, and, best of all, how to register.

The week begins with a Leadership Development retreat (or 'advance' since we don't think participants should ever retreat once they join the Institute). At the advance, participants (chairs, deans, and other organizational leaders) join trained facilitators and guest speakers for a week of training activities focused on leadership skill development.

The program is centered on the participants and focuses on "building the learning community" through the use of many active and collaborative teaching and learning techniques. Each activity is designed for building leadership skills and improving performance. Instructional approaches include, but are not limited to:

- Guest Speakers
- Large Group Discussions
- Small Breakout Discussions and Activities
- Role-Playing
- Case Studies
- Informal Discussions and Dialogues

In addition, there are plenty of opportunities during the week for participants to meet informally with guest speakers and facilitators to address their specific needs and concerns. Equally important, participants build networks and foster relationships with other Institute participants.

Leadership Topics

The Institute's rich variety of instructional approaches is matched by the breadth and depth of topics included in the first week of training:

- Leadership Perceptions: Defining the Complex Role of the Organizational Leader
- The Role of the Transformational Leader

- Understanding Your Behavioral Styles and How to Work with People with Different Styles
- Total Quality Management (TQM) Techniques and Processes
- Faculty and Staff Performance Review (Special Emphasis on the Teaching Portfolio)
- Managing Your Role as an Academic Leader
- Understanding and Using Conflict Management Techniques
- Strategic Planning - Developing a Mission, Setting Goals, and Implementing Plans to Achieve Them (the Why's, Who's, How's, and When's of Developing Departmental Plans)
- Initiating Active and Cooperative Learning Techniques in the Classroom
- Applying Leadership Skills through the Development of Individualized Professional Development Plans

During the week, participants begin to create their own Individualized Professional Development Plan (or IPDP). This important document centers on reflective thinking and the Institute's offerings related to each participant's professional development needs.

The Practicum

The IPDP is a plan that identifies specific leadership areas substantiated by goals and objectives related to the concepts, principles, and topics covered in the first week of training. Through the IPDP, participants identify leadership areas and traits which need to be learned, changed, modified, and enhanced to help them become effective academic leaders.

The IPDP is a road map for chairs and deans; it lists techniques and strategies for meeting specified leadership goals and objectives, serves as a benchmark for measuring change, and enhances chairs' and deans' skills as transformational leaders.

The IPDP is usually finalized within one month after completion of the first week of training. The plan provides the framework upon which participants build and implement their specific strategies for improving and enhancing their leadership skills. The IPDP serves as the basis for a Two-Semester Practicum that follows the first week of training.

Application of What Has Been Learned

The Two-Semester Practicum begins immediately after the first week-long session. The core of the practicum is the refinement and implementation of the IPDP and the attainment of personal goals and objectives. The practicum also serves as the basis for ongoing individual assessment toward meeting the program competencies of the Institute.

Implementing the IPDP is challenging and highly personal. For this reason, participants have two mentors: a College Mentor of their choice, who provides support, encouragement, and feedback during the process, and an Institute Staff Mentor/Liaison who provides support, guidance, and counsel to both the participant and his/her College Mentor. This support team guides the participant through the practicum and assists in the attainment of IPDP goals and objectives.

Practicum Journal

The year-long practicum encourages and stresses reflective thinking. To capture these often enlightening thoughts or experiences, participants maintain a practicum journal. In this journal they record their activities, experiences, and strategies related to their individual goals and objectives. The journal becomes a progress report as well as a basis for discussions with mentors who review, comment, and provide feedback on a regular basis.

Program Assessment

A key component of the Institute is the opportunity for a pre- and post-assessment of the year-long leadership training experience. Prior to the first week-long session, participants provide a self analysis based on program competencies of the Institute. They also ask their supervisor, two colleagues, and their support staff to assess them.

After the practicum, a post-assessment is conducted once again with the participant, the participant's supervisor, colleagues, and support staff. The post-assessment is designed to determine if any behavioral changes, specifically measured against the program competencies, have occurred as a result of the training program.

The Second Week-Long Leadership Development Session

A second week-long Leadership Development session is held after completion of the Two-Semester Practicum. During the second week of Leadership Development, participants revisit concepts and principles from the first week of training, share and compare experiences from their Two-Semester Practicum, and are provided with a number of new topics which round out the essential skills for becoming an effective academic leader. These new topics include:

- Small and Large Group Presentations on IPDP Experiences
- Strategic Planning and the Budget Process
- Teaching and Learning: The Role of the Organizational Leader
- Working with Part-Time Faculty
- The Role of the Leader in Faculty and Staff Development
- Advancing Technology: The Role of the Organizational Leader
- Managing Diversity
- Solving Leadership Issues through the Use of Critical Incidents and Case Studies

At the conclusion of the second week-long Leadership Development session, each participant who demonstrates the competencies outlined in the program is awarded professional certification.

The National Community College Chair Academy

The future of community & technical colleges is dependent upon the quality of leadership for chairs, deans, and other organizational leaders. Through academic Leadership Development training, better educational programs will be offered to students to help them achieve academic excellence at the community college & technical level.

The National Community College Chair Academy is dedicated to meeting its mission to "Advancing Academic Leadership" for chairs, deans, and other organizational leaders within the community & technical college setting.

How to Participate & Register for the Institute

For additional information about how to participate and register for the Institute for Academic Leadership Development and other programs offered through the National Community College Chair Academy, call or write to:



NCCCA

1833 West Southern Avenue, Mesa, Arizona 85202
(602) 461-7304 v Fax (602) 461-7806

KEYNOTE SPEAKERS

Table of Contents

1st Keynote:

Values, Vision, Voice, Virtue:

The 4 "V" Model for Ethical Leadership Development

William Grace, Director Center for Ethical Leadership
Seattle, Washington

Larry Ebbers, Professor of Higher Education and

Dayle Kell, Student Services Specialist, Iowa State University

Ames, Iowa 1

2nd Keynote:

Inferential Leadership:

Lessons from Native American Storytelling

Eric Jolly, Senior Scientist, Education Development Center, Inc.

Newton, Massachusetts 13

3rd Keynote:

Transformational Leaders:

Meeting the Challenges of a Changing Society

Jacquelyn M. Belcher, President, DeKalb College

Decatur, Georgia 23

THE NATIONAL COMMUNITY COLLEGE CHAIR ACADEMY

Fifth Annual International Conference for

Community College Chairs, Deans and Other Organizational Leaders

February 14 - 17, 1996

Phoenix/Mesa, AZ



ACADEMY

VALUES, VISION, VOICE, VIRTUE:

***THE 4 "V" MODEL FOR ETHICAL
LEADERSHIP DEVELOPMENT***

By

William Grace
Director
Center for Ethical Leadership
Seattle, WA

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

Biographical Information: Dr. Bill Grace

Dr. Bill Grace is a leadership educator, speaker, consultant and architect of ideas. He is the creator of the Four V Model of Ethical Leadership Development, which includes the components of Values, Vision, Voice, and Virtue. This model inspires the civic responsibility and effective human relations necessary for the 21st century. Dr. Grace proposes that values, leadership development, and service nurtures in us the leadership spirit necessary to create an uplifting and ennobling future.

Bill's research has been in the area of linking a person's capacity for moral reasoning with their commitment to moral action. He is the founder and Executive Director of the Center for Ethical Leadership, a Seattle-based, nonprofit organization that promotes leadership development and collaborative problem-solving as methods to help build the "good city." The Center, funded by a grant from the Kellogg Foundation, has active programs involving youth, neighborhood, religious, corporate, and government leaders.

Bill provides extensive services to both the public and private sectors. All of his work is focused on a singular theme of ethical leadership and the importance of moral responsibility for individuals and organizations working toward the common good of the community. The breadth and depth of his experience has included all levels of educational institutions, including over forty institutions of higher education; government organizations; corporations, such as Ford Motor Company and McDonalds Corp.; and other civic groups and foundations, such as the Kellogg Foundation.

Bill served as an administrator in higher education for 15 years. He has written and presented many papers on leadership development, service learning, and values development and is currently an adjunct faculty member in the graduate program at Seattle University.

VALUES, VISION, VOICE, VIRTUE: THE 4 "V" MODEL FOR ETHICAL LEADERSHIP DEVELOPMENT

INTRODUCTION

Ethical leadership training has to be a part of the education of tomorrow's leaders, today's students. Stewart (1988) writes: "... those lacking in ethics ultimately fail as leaders....Ethics and leadership are inextricably woven together. Ethics and moral values provide the context, the framework, and the substance of leadership" (p. 11).

How do we teach college students to be ethical leaders? What constitutes training for ethical leadership? Leaders, Rogers (1992) says, need to learn how to bring about vision within an organization. They need to empower followers to carry out that vision and help shape a culture that focuses on collaboration and the common good. The leaders themselves should be called on to model cooperation and take a view that encompasses multi-perspectives -- not be caught in one particular mode of operation, but be open to change, new ideas and input from others. To do this, she says, these student leaders must be trained in group processing and facilitating skills, oral and written communication, conflict management, shared decision making, and team management (p. 249). To be effective leaders who lead in an ethical context, students need to have a strong understanding of cultures, their symbols, ceremonies, and kinship. They need to understand the importance of context and be able to identify, emphasize, and promote values, motivational techniques, and vision. Leaders who are ethical will "...realize that what they stand for is as significant as what they do" (p. 249-250). Their agenda is to show respect for their followers, build trust in themselves and the organization and be willing to share power and information. Leaders are not born, they are trained and educated.

Seidenmen (1987) states that it is vital for higher education to set as part of its mission the preparation of "students to live responsibly in a high-tech, globally interdependent era" (p. 40). Students as future leaders need to understand that the actions they take, the decisions they make, carry a responsibility, an ownership, and that they must approach their education with the idea that they will be empowered with the "sense of responsibility, the sense of possibility and the knowledge that they as individuals can make a difference" (p. 41).

Science, medical technology, computers and changes in corporate environments have advanced at an alarming pace in comparison to the dialogue on their moral and ethical implications. Ethical questions regarding genetic engineering, health care, information access and corporate decisions have no easy answers and few people are equipped to grapple with these issues on a personal or global scale. Today's college students need to have a clear understanding of their

own values and moral standards if they are to function in the world of the future. They need to have a sense of community, national and global responsibility. The world will be sitting at their work stations, in their board rooms and laboratories and will not be ignored.

An important dimension of all leadership, according to Hitt (1990), is one in which those who are put in the position of making decisions are capable of discerning what is right and good. All decisions, he adds, involve an economic and an ethical dimension. Leaders must be able to decide what is both financially sound for the organization and what is ethically right for the people involved. Leaders must be held accountable for their own code of ethics and for developing and upholding those of the organization in which they lead.

If leadership is essential for the future, as these current writers suggest, then it must become a vital part of the mission of higher education. In this article, the authors propose a 4 V Leadership Model that incorporates what they perceive as the crucial elements in leadership development that will provide potential leaders with the tools needed for effective leadership in the twenty-first century. These four V's are values, vision, voice and virtue.

A review of literature on leadership and leadership development underscores the need for teaching ethical decision-making. Rost (1991), Wilcox and Ebbs (1992) and Stewart (1988) refer to leaders in the 1990's and beyond as those whose actions and decisions are based on what will be the best for the common good. It is the responsibility of leaders to understand the cultural norms, values and moral code of their organization. To have that understanding of their organization, they must have a clear grasp on their own values system. Badaracco and Ellsworth (1989) assert that leaders who have strong values will strive to uphold and promote the values of others as well as those of the organization. Values and beliefs, they say, intensify commitment, enthusiasm and drive. People who know what they believe and act on those beliefs provide greater creativity and innovation to the organization.

Stewart (1988) and Gardner (1990) see vision as another imperative for effective leaders. Leaders must help their followers establish a vision, set goals and empower them to meet them. In establishing vision, Gardner says, individuals have a clear understanding of where the organization is headed and how their own efforts benefit and contribute to the carrying out of that vision.

Rost (1991) feels that if leaders have no sense of values and ethics or what he refers to as civic virtue, society is in trouble. Civic virtue, he defines, is "the elemental notion that all of our goods as individuals and groups are bound up in the common good, or, to put it another way, that all of our self- and group interest are bound up in the public interest" (p. 176).

Wilcox and Ebbs (1992) and Rost (1991) write that leaders, because of the power they hold, have influence, or voice. It is their influence, their voice that moves organizations, societies, and corporations to great heights.

Grace (1990) conducted research and interviews with identified ethical leaders in the state of Washington to determine the key elements of ethical leadership development. His research found four themes that emerged as evidence of a common pattern in each of the leader's development as an ethical leader. These themes were family influences, critical incidents, role-models and mentors and a transcendent view. It is from these common themes that the 4V model was constructed. The themes and elements that emerged follow.

THEMES OF PATTERN

Family Influence

Critical Incident

Role-models and Mentors

Transcendent View

ELEMENTS OF THE MODEL

Values

Vision

Voice

Virtue

The four "V's" of the Ethical Leadership Development Model appear as the four points of a pyramid. Starting with Values the model moves in clockwise direction to Vision and Voice. These three elements are connected by an unbroken line symbolizing their interdependence. Virtue appears as a circle at the top of the pyramid with each of the other "V's" radiating towards it. This symbolizes that Virtue (or a commitment to the common good) is the central purpose of the model. The common good is further symbolized by the outer circle. The outer circle creates space on the sides of the pyramid within which the components for the leadership model are placed. This emphasizes that ethical leadership development programs must be offered in the context of and commitment to the common good.

These four elements can be transformed into a model that serves as a guide for leadership development programs for students. Following is a discussion of the program elements that form the foundation for program development. While these are generic in nature, it is understood that these programs need to be developed in the context of institutional mission and purpose and the students enrolled in the institution.

PROGRAM ELEMENTS

Values

Developing ethical leadership begins with self understanding, personal growth and the development of a values system. Students must begin to understand their own beliefs and develop a values system by which they determine

what is right and what is wrong. Such an understanding also demands an understanding of oneself. To develop a values system, this element of the program includes ego development, self awareness, moral development and social perspective taking. Students are challenged to ask themselves the reasons for striving for their personal leadership development.

The second part of the values component is service learning, the heart of the matter. Service to others is taught as being a mutually transforming process; as students reach out for the benefit of others they become the beneficiary. Providing service to the community, whether local, national, or worldwide is a vital step in giving students a wider perspective, a bigger world view. Students who grew up in the 1980's and 1990's are immersed in their own world. Their own personal issues have forced them to remain self-focused and out of touch with the world. Reaching out to others opens their eyes and turns their focus outward. It also enables them to see themselves as part of the whole, as a world citizen.

Servant leadership as described by Greenleaf (1977) holds promise for leadership preparation in this element of the model. Greenleaf's point of view is that a new moral principle is emerging which holds that the only authorities deserving one's allegiance are individuals who are chosen and trusted as leaders because they are proven and trusted as servants. The concept of national service reflects this emerging philosophy of servant leadership.

Two important tasks of leadership development are addressed through service learning. First, students confirm their core values by working towards their development and begin the process of turning moral reasoning into moral action -- taking the philosophical and turning it into the practical. Second, as students encounter social ills through their service and reflect upon both in the context of their values system, they begin to reflect on their role in bringing about change. Their encounters with society and its problems help them to evaluate their values and abilities. Such encounters help them to see themselves as a part of the whole and that they can bring about change.

VISION

Vision development is an essential step in the act of leading. A student's experiences in service give them a realistic picture of "how life is" for an individual or community. Reflection on service in the context of held values and a commitment to the common good challenges students to articulate a noble, but achievable, picture of "how life could be better."

Vision discovering is a personal process that requires higher order learning skills of observation, learning and integration. Students must have opportunities to lead, facilitate and motivate followers. Providing such opportunities requires a safe environment that allows for the expression of new and often only partially

clear ideas. It is the responsibility of educators to provide these safe places that allow observation and growth to take place. It is in learning environments of journal writing, small group participation and one on one dialoguing that students discover their passions, clarify their motivations and articulate their vision.

Through campus and community leadership experiences students can experiment with their vision and clarify what they want to accomplish. These experiences challenge students to develop and enhance their personal motivation and leadership effectiveness. As they pursue the development of their vision they utilize their natural talents to discover what works and what does not.

VOICE

This element of the model comprises those aspects of an individual that enables him/her to "get things done". Leading a meeting, group, organization, etc., involves multiple facets including managing, communicating, facilitating and empowering. An ethical leader will have a voice that accomplishes these tasks in such a manner that followers understand, contribute, participate and, in the end, feel that they made a worthwhile contribution to the overall operations. A leader is one who empowers followers to enable them to grasp the vision of the organization and see how and what they can contribute. Such empowering brings about enthusiasm, creativity and loyalty.

Leadership experiences play a significant role in helping students take the opportunity to reflect on their personal leadership style. During their experiences as leaders they should be called upon to focus on such questions as: What is appearing to be my favored style of leadership? What are my natural gifts? What areas appear as needing time to develop? How well do I handle conflict? In this manner, the student takes the initiative in making decisions about their leadership development. They come to a self-understanding of what their leadership style is, how it is working (or not working) and what areas need time for further development.

The element of voice entails skills at two different levels -- among individuals and among groups. Interpersonal skills include time management, budgeting and agenda setting. Leaders need management skills that help them get things done. The intrapersonal skills train leaders to communicate effectively and establish cooperation among and between individuals. These skills would include development in assertiveness, listening, feedback, non-verbals and conflict resolution.

Developmental growth in working with groups involves skills needed within a group and between groups. Intergroup skills include group dynamics, motivation, planning and team building. Emphasis is placed on team work -- getting people to work together to set goals and establish the means to meet them.

Ethical leaders need to understand how groups function and what contributes, both negatively and positively, to their effectiveness.

Not everything is accomplished by one group working alone. One aspect of a leader's involvement is getting groups to function within themselves and, often, with other groups. Negotiating, conflict resolution and collaboration skills are necessary to facilitate communication and work between groups -- the intragroup skills.

The 4V model relies upon a second aspect of voice to complete the process. The mentor and role-model are key elements to success. As students develop their personal and group skills, feelings of frustration, inadequacy and of being overwhelmed are common. Support, encouragement and inspiration are needed to keep them going. This is the role of mentors and other persons who possess the skills the students are needing.

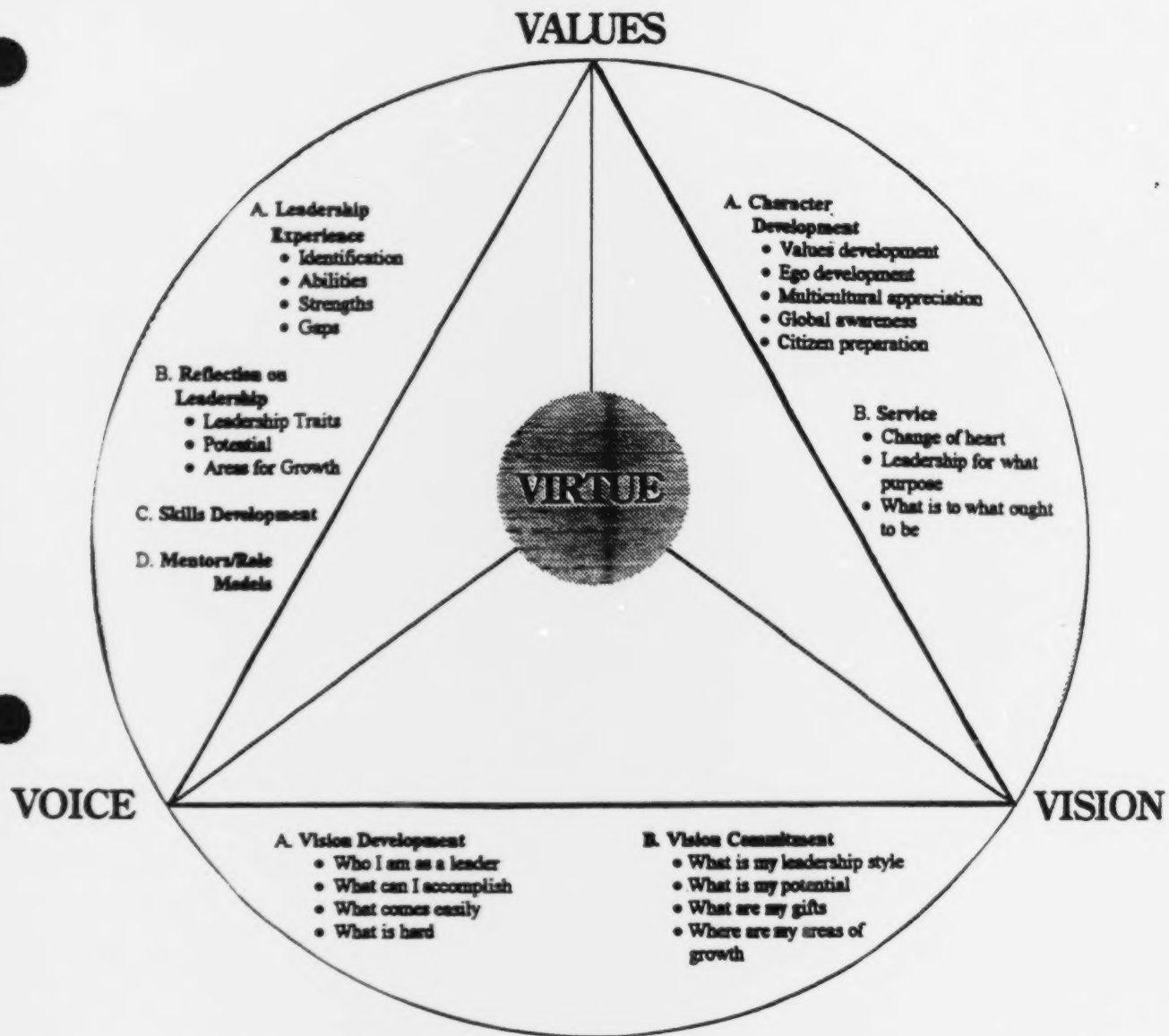
While mentors are similar to role-models, there is a relationship with mentors that does not always exist with role-models. Mentors are available and approachable and can provide the personal contact that students need for encouragement and support. Mentors can also challenge students to reach out, stretch and experiment as they develop their leadership style.

Role-models provide students with inspiration for the way in which they desire to lead and live out their values. These individuals range from historical to fictional to contemporary individuals at all levels of society. In essence, role models are the heroes that inspire the student to strive to perform the difficult tasks of living with integrity and authenticity.

Role models and mentors are important additions to the leadership model. They provide students with concrete applications of ethical leadership development and enable them to see the working out of a philosophical and, what might appear as, a theoretical model.

VIRTUE

The heart of the model and the web that connects the other elements with each other is Virtue, a commitment to the common good. The end result of ethical leadership is to accomplish what is right and good for the most people. It is imperative that tomorrow's leaders be taught to look outside of themselves and establish a sense of global responsibility and citizenry. To accomplish this primary goal of ethical leadership development, everything that is learned, everything that is developed, must have as its center the common good. Students must understand that society needs their input and that input must be intertwined in a values system that is established and confirmed.



BEST COPY AVAILABLE

CONCLUSION

Morality, values, ethics -- words lost on past generations, constructs that are imperative to present and future generations and for survival in the next century. Gardner (1990) writes, "If we look at any array of societies described by historians and anthropologists, we can not find an instance of a healthy society in which humans have not devised a framework of values, norms of conduct, a moral order. When the community's broad consensus disintegrates or loses its force, the society sickens. People no longer find meaning in their lives. Nothing holds together" (p. 76).

Providing ethical leaders for the twenty-first century is one of the most important elements in the mission of higher education. It is the hope of the authors that this 4V Model for Ethical Leadership will provide the framework within which programs, seminars and, perhaps, courses can be developed to carry out this aspect of the mission.

REFERENCES

- Badaracco, J.L. & Ellsworth, R.R. (1989). Values-driven leadership. In Leadership and the quest for integrity (pp. 65-91). Boston, MA: Harvard Business School Press.
- Gardner, J.W. (1990). On leadership. New York: The Free Press.
- Grace, W. (1990). A comparison of male and female ethical leaders' opinions on ethical leadership and ethical leadership development. Unpublished doctoral dissertation, Iowa State University, Ames, IA.
- Greenleaf, R.K. (1977) Servant leadership. A journey into the nature of legitimate power and greatness. Mahwah, NJ: Paulist Press.
- Hitt, W.D. (1990). Ethics and leadership. Putting theory into practice. Columbus, OH: Battelle Press.
- Rost, J.C. (1991). Leadership for the twenty-first century. New York: Praeger Publishers.
- Seidenman, P. (1989). The world moves beyond mach 1. Educational Record, 70 (2), 40-41.
- Stewart, D.M. (1988, Fall). Leadership in a democratic society. The College Board Review, 149, 10-13, 30-31.
- Wilcox, J.R., Ebbs, S.L. (1992). The leadership compass: Values and ethics in higher education. ASHE-ERIC Higher Education Report, no. 1. Washington, DC: George Washington University School of Education and Human Development. (ERIC Document Reproduction Service No. ED 350 970)

***INFERENTIAL LEADERSHIP:
LESSONS FROM NATIVE AMERICAN STORYTELLING***

By

Eric Jolly
Senior Scientist
Education Development Center, Inc.
Newton, MA

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

Dr. Eric J. Jolly is senior scientist at the Education Development Center, a not-for-profit, research and development "think-tank" which operates projects in more than 20 countries including 500 schools within the United States. He is a member of numerous honor societies including Sigma Xi, Phi Eta Sigma, Mortar Board, and Golden Key, and is also a Kellogg National Leadership Fellow. Dr. Jolly is the former Assistant to the Chancellor at the University of Nebraska and has served in a leadership capacity at universities around the country including posts of department chair, acting dean for education, and associate dean of arts and sciences. He is fluent in several languages including sign languages.

An active scholar, Dr. Jolly has been associated with the Buro's Institute, the Radcliffe School of Public Policy, and the Center For Research On Minority Education. He has published many scholarly articles and book chapters and lectured throughout the world. He was among the first Americans to train psychologists of the Eastern Block countries in substance abuse and cultural treatment strategies, including a series of presentations for the Vygotsky Institute. His most recent book is titled "Settling In," a guide for new university students.

Eric Jolly is nationally recognized for his work in the Native American community. A traditional storyteller and fiberartist, Eric's work has been exhibited throughout the nation and his pieces are part of several important private and public collections including: the Swope Museum and Gallery, the Smithsonian Institution, and the Quisenberry Collection. Through the Rhode Island and Nebraska (Lincoln) Indian Councils, Eric has brought leadership to issues and programs representing more than 4000 indigenous people from over 50 Indian Nations. He was recently honored as key note speaker to the 25th National Indian Education Association.

Dr. Jolly has continued to bring his interest in social problems to bear on issues outside the traditional university setting. He has founded the nation's largest college SADD program; authored a widely read newspaper column on substance abuse; hosted a National Radio Call-In Program; founded and directs the National Institute for Affirmative Action and serves on numerous national and community advisory boards. His current projects include service to the International Board of the Christian Children's Fund, the national centers of Girls Incorporated (formerly Girls Clubs of America), and the American Association for the Advancement of Science (COOS). He is a consultant to the National Science Foundation's "Collaboration for Equity" project and a coordinator for the National Center for Fairness and Social Change.

Inferential Leadership: Lessons from Native American Storytelling
by Eric J. Jolly

The young man's heart was full of pain as he sat there sad, lonely, and afraid. He feared telling his wife of his pain. Each time he tried, they would only fight and the pain and fear would increase. His grandmother, still and intent, listened to this tale through the young man's weary voice. "I tell her how she makes me angry and fearful," he said, "and then she accuses me of accuses me of accusing her. She doesn't hear me, doesn't know what I mean, then she becomes more forceful and we fight again." The young man shook his head, his eyes downcast. "There is no other way for a man but to swallow his pain and ignore his fears."

The grandmother remained still. Then she raised herself up in the chair. Her eyes seemed to grow darker as she focused on the young man who was sitting low before her. He knew that she was about to tell a story.

This odd ritual, so full of animation, expression, and art, was a serious thing. A story to be witnessed as convincingly as any truth shared between them. And so the grandmother's voice quickened as she began to tell the story of the snakes and the horses...

You see, the snakes were constantly being trampled upon by horses and other large-hoofed animals. One day, the snakes complained to the horses. They said, "You make us frightened--you are large and hurtful creatures." The horses heard this and were deeply grieved for they believed that the snakes thought them to be faulted in the way they were made by God. They could not help being large and hoofed. The horses decided that there was nothing they could do about this, and so they pridefully stood up for their hooves and trampled even more upon the snakes.

Then the otter (a friend of snakes because of his small size and soft, padded feet) explained to the snakes that the fear and pain belonged only to them. They could not blame the horses for their own fear. Horses are not fear and pain. Horses' presence and behavior is a signal for the fear that is in the snakes.

The otter suggested that the snakes tell the truth and admit their fears. And they did. Upon hearing that there was nothing wrong with them for being large and hoofed, the horses were no longer defensive. They decided to help the fearful snakes by raising their front feet and moving away whenever they see a snake.

By this time, the grandmother's eyebrows were raised as if she herself were surprised by the simple and honest solution to this tale. Then the animation of the story began to fade, and she lay back in her chair.

The young man knew that he could now ask questions and explore the tale if need be—but for him the answers were already clear. He knew how he could talk to his wife about his feelings without accusation. He would face the fears that were his and ask for her help. He would express his vulnerability and not make his wife responsible for these feelings.

My story should stop here, where we could share the pleasure of discussing and elaborating the lessons of this piece. In the words that follow, I will try to fill the conversational void that should be explored with the storyteller and begin to present an idea of storytelling as an alternative style of leadership.

Storytelling, in a specialized format, has existed as a style of leadership in many cultures for unnumbered generations. Storytelling is a tool that organizes complex patterns of ideas into functional processing models. In a schematic sense, stories place important or key elements of the listener's concerns in a structured relational network. These stories may, by analogy, actively restructure the listener's approaches to issues. When the constructs of the listener's concerns are given a new processing model, a new

vision and a new means to relate to existing concerns are created. The process advances unique actions and solutions.

The power for change through a story depends upon its utility as an allegory. A story is useful to the extent that it contains important elements that are highly analogous to the contents of the listener's concerns. A successful story contains all of the essential elements of the listener's problem or the issue, and then organizes these elements into a viable and replicable process. It then must create a pattern that reframes how these elements are understood.

In this context, I am identifying the process of schematic formation as that which is concerned with the reorganizing, defining, or extending of the individual's schema so as to make it more effective for the prediction and control of the person's life events. As a cognitive psychology approach to knowledge formation, schematic process models are concerned with helping the listener develop more elaborate and effective ways to conceptualize, process, respond, and manage the issues which define their dilemmas.

This is essentially what a *storytell* can achieve. In much the same way that schemas serve as organizational frameworks for interconnected structures of information and action-event sequences, *storytells* can generate abstract outlines and relational networks for ideas that also serve as guides for actions and understanding. A *storytell*

can offer the individual a propositional schema that more effectively organizes the problem areas of concern to the individual.

When a story contains enough material to engage listeners, and not so much specificity as to prevent them from introjecting their experiences into the story's framework, it draws the listeners into an active restructuring of their own thoughts. The discussion that follows the telling of a story permits further personalization, specification, and elaboration of these insights.

A successful story may begin a process or open a discussion that leads to a conclusion and growth far beyond the original tale. It does so because it allows people to explore ideas in an indirect and oftentimes less threatening fashion. The story focuses on a specific issue and not on the listener or leader.

The storyteller is providing a vehicle for the listeners. It is a vehicle in which the listeners place their own elements and by which they derive and elaborate their own solutions. In many ways, this leadership style assigns the management of change to the "followers" from the outset.

As detailed above, the creation and use of a *storytell* to assist the listener in schema development for change can be broken down into five component parts. These components are:

1. Identify the discordant, limited, or conflicted elements of the listener's schema. This is a period of data gathering during which the storyteller explores limitations, issues of process, and conflicting units within the schema that is used by the listener in conceptualizing her or his dilemma.
2. Develop a story in which the conflicted elements are reorganized into one or more workable systems (schemas). The story should represent a structural reframing of the issues.
3. Present the story/analogy as a propositional schema. The presentation must not confront directly the listener's dilemma, but should represent analogous elements and activities.
4. Lead the listener in exploring and defining the propositional schema by "what iffing?" aspects of the story. This is a testing phase for refining the propositional schema. Here the listener may even retell parts of the story in order to devise a schema that deals with additional aspects of the dilemma(s) as she or he perceives them. In this phase, the listener is developing a functional schema from the material presented in the propositional schema.
5. Through discussion, lead the listener back to her or his own issues and guide the transfer of the client's schematic elements into the newly defined functional schema.

The leadership style of storytelling is an unusual one in today's world. It does not reflect the fiery, charismatic character who will first inspire loyalty to himself or herself and then to his or her ideas. A story is not itself intended to be inspirational; rather it allows the listener a means to reorganize thoughts and to engage in self-discovery and self-inspiration.

It is this interaction of the audience's and the storyteller's concerns that permits a story to serve as a unique tool of leadership. The storyteller does not need to discount elements of concern in open refutation, nor add his or her own concerns through force or debate. Rather, the storytelling selectively incorporates and places the concerns of the people into an organized pattern so that listeners may be more effective in meeting their own needs. The skilled storyteller is responsive to others, communicates collective needs, creates a new vision, generates a means to action, and gives hope through inspiration. This, albeit unusual, is leadership—one of several nontraditional and imaginative alternatives to the fiery, charismatic model of leadership.

TRANSFORMATIONAL LEADERS:

***MEETING THE CHALLENGES
OF A CHANGING SOCIETY***

By

Jacquelyn Belcher
President
DeKalb College
Decatur, GA

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

BRIEF BIOGRAPHY
Jacquelyn M. Belcher, President
DeKalb College

Jacquelyn M. Belcher assumed the presidency of DeKalb College on May 15, 1995. As president of the third-largest college in the University System of Georgia and the state, Belcher provides leadership for four campuses and one center.

Founded in 1964, DeKalb College is a two-year college whose enrollment represents the entire metropolitan Atlanta area. The student body of 36,000 (16,000 credit and 20,000 continuing education) includes international students from 135 countries. The degrees awarded are: Associate of Arts, Associate of Science, and Associate of Applied Science.

As past president and senior administrator in three other community colleges, Belcher brings a broad perspective on higher education to her current position. She has a long history of leadership in community colleges, serving five years on the American Association of Community Colleges (AACC) Board of Directors, including assuming the position of Chair July 1, 1994. Belcher also served on the American Council on Education's (ACE) Board of Directors, including the Executive Committee.

Belcher served on the American Institute of Foreign Studies Board to facilitate International Exchange activities in community colleges. In 1992, she led a U.S. delegation to Japan to explore possibilities for exchange of students and faculty and to explore specific program/curricula for female Japanese students. The following year, she returned to Japan in another delegation to explore the Japanese approach to accreditation of higher education institutions as well as to discuss barriers for American students and faculty study in Japan.

With graduate degrees from the University of Washington and the University of Puget Sound, Belcher served in senior administrators positions as well as CEO in urban, suburban and rural community colleges - namely Bellevue in Washington (1973-84), Lane in Oregon (1984-90) and Minneapolis in Minnesota (1990-95) Community Colleges with student headcounts of 15,000, 32,000 and 12,000 respectively. All are members of AACC.

Between 1966-1984, Belcher held faculty and administrative posts at St. Elizabeth College and Bellevue Community College. She began her academic career at St. Elizabeth College where she rose from instructor of nursing to Dean of Education; at Bellevue Community College she served as division chair and Associate Vice President for Academic Affairs.

An author of articles on community college issues, leadership, team building, student access and success, Belcher has been active on national higher education boards, commissions, task forces and committees. She is frequently asked to serve as keynote speaker at local, regional and national meetings. She is married to Lewis Belcher, Jr., a retired business executive.

DR. JACQUELYN M. BELCHER

President

DeKalb College

3251 Pantherville Road

Decatur, GA 30034-4497

**Transformational Leaders:
Meeting the Challenges of a Changing Society**

Abstract: Leaders in virtually every organization in our society are confronted with the need to re-examine direction; our educational system is no different. It is difficult to find an educational administration today that is not faced with the need to lead and manage some form of transition. Current issues in education demand creative, transformational leadership and the development of innovative strategies to meet the challenges created by a changing society.

As leaders in education we are faced with many problems and challenges. A key challenge today is finding the answer to the question of how we can facilitate our institution's development of leadership. This is an ageless question but one with a new twist. Changes in society and the economy require us to go beyond traditional mechanisms of encouraging promising individuals, managing leadership development programs, and enhancing the existing opportunity structure. Today, we must focus on developing leaders who have the courage and imagination needed to change the very "lifestyle" of their organization. I suggest that what's needed is not traditional transactional leadership, but imaginative transformational leadership.

Transactional leaders were fine for an earlier era of expanding markets, apparently never-ending growth, and little, if any, competition. In return for compliance from subordinates, transactional leaders issued rewards. For all intents and purposes these managers produced little change; they simply managed a static system of "transactions" or exchanges. The expectation was that they would manage what they found and leave things pretty much as they found them when they moved on. With transactional leadership being the standard, it's not surprising that most community colleges across the country found themselves in relative decline after a quarter century of existence.

Transformational leadership, on the other hand, is about change, innovation and entrepreneurship. Transformational leaders do not have unique personality traits requiring that they occupy the provinces of lonely, half-mad

individuals who have flashes of genius. Rather, according to Peter Drucker, these leaders exhibit behavioral styles that are capable of being learned (1985). It is becoming increasingly clear that transformational leadership is a process that is systematic, consisting of a purposeful and organized search for beneficial changes, in-depth analyses of the organization, and, finally, the ability and will to move resources from areas of lesser to greater productivity.

While most of what is written about transformational leadership tends to focus on leaders at the top of an organization, the **real** challenge is to develop transformational leadership at all levels of an organization. As leaders in educational institutions, we must come to the realization that the strategic transformation of organizations is not something that occurs solely through the idiosyncratic behavior of charismatic geniuses at the top of the organization. Rather, transformational leadership must pervade an organization and we must understand that it is a discipline with a set of predictable steps.

According to Zaleznik, transformational leaders are characterized as individuals whose purpose is to create new approaches and imagine new areas to explore (1992). They are leaders who relate to people in more intuitive and empathetic ways than traditional leaders. They understand that the key to leadership is not based on position or authority but on encouragement, motivation, and example. They are also leaders who are willing to take risks when the opportunity for reward is high and they have learned how to project ideas into images that have the capacity to excite people.

Transforming an organization in order to make it strategically competitive is a complex task. It involves the coordination and motivation of people throughout the organization and requires considerable investments of time, energy, and other resources. But the transformational process, and the role of transformational leaders, can be easily understood if placed within the proper context or framework. Tichy and Devann (1990) have defined transformation in terms of a three-act play:

- Act I Revitalization - Recognizing the need for change
- Act II Creating a New Vision - Projecting ideas into images
- Act III Institutionalizing Change - Making the vision real

Once transformational leaders have recognized the need for change and have created a vision which they use to mobilize individuals in the organization, they must turn their attention to the design of new organizational structures and processes in order that the vision be achieved. Transforming an educational organization is not a simple matter of changing individual attitudes and behaviors; it requires far more than that. The

transformational leader must redefine and redesign the social structure of the institution. The roles of individuals, the linkages between groups, and informal and formal networks must be reshaped and reordered. The transformational leader in essence becomes a social architect or a social engineer, using the tools of social relations and knowledge of social structures to design a new organization.

Transformational leaders face a challenging social architectural problem, not of *de nova* institution building, but of major renovation and rehabilitation. In the process of envisioning the new out of the old, the transformational leader must recognize and appreciate the constraints and opportunities presented by the past while adhering to the expected demands of the future. The challenge for transformational leaders is to move from the vision to a viable set of blueprints, describing and defining the new structure so that a long-term, enduring set of behaviors can be made part of the organization.

To continue the architectural metaphor, we are talking about taking an existing building and transforming it in major ways. In the architectural field this might be exemplified by the renovation of an old house, much like what is done on the Public Broadcasting System's "This Old House" a program that depicts the step-by-step processes of renovating older homes. The shape of the "Old" entity limits and constrains, but does not wholly determine what the "New" entity will be like in the future. A key element of transformation, this process of renovation and rehabilitation, is an understanding of the need to be "creatively destructive". In order to create something new, part of the old must be destroyed.

Technical-Political-Cultural Networks

We as managers get work done through hundreds of network relationships, most of them informal. Effective managers use chance encounters in the hallways after meetings and during meetings to constantly reinforce their agendas. They engage in playful opportunism around the network. The transformational leader not only uses the network, but must also envision a new and different set of network relationships to get a job done. A critical part of transformational leadership is an understanding of the complex nature of social networks and how they operate. In general, networks fall into one of three types of social systems:

- Technical - The technical, or information, system is largely held together by work-related informational exchanges among members of the organization.
- Political - The political, or influence, system is made up of influence exchanges.

- Cultural - the cultural, or affective, system is held together by exchanges involving shared values among organizational members.

Some authorities suggest that leaders must also be subtle manipulators of the networks in these systems. But in order to qualify as transformational leaders, they must not treat people as pawns. Bludgeoning people and the use of lies are not appropriate tactics for transformational leaders.

All of us are enmeshed in these vast webs of social relationships. These social networks both define who we are (e.g., father, mother, boss), as well as who others are in relation to us (e.g., son, daughter, subordinate). The transformational leader must creatively destroy these networks of relations and then reweave the system of social networks in order to create meaningful change. Because of this need to "destroy", it is not surprising to find that many transformational leaders are outsiders to the organization or new to the job when the transformational process begins. A leader who has been in place for some time will have a much more difficult task in assuming responsibility for revitalizing an organization. Such a leader, typically, is enmeshed in existing networks of friendships, political alliances, and work exchanges, while at the same time trying to envision an organizational structure comprising of different networks, that will more effectively support the organization's future direction. The vision must include a sense of who will work with whom, who cannot get along with whom, and who can adapt to a changed reality and who cannot. Formulating the vision is difficult, but reweaving the social fabric of the organization, breaking old ties between people, and establishing new ones is clearly the more challenging task. It is apparent that this task is accomplished with greater ease by an outsider in this situation.

An especially critical time for understanding the role of social networks in any organization occurs when there is a transition of leadership at the very top of the organization. For example, in a college that shall remain unidentified, when a new president was appointed, observers of the situation remarked about the shift in focus that the change would represent for the college. The former president was perceived as someone who rose through the faculty ranks on the basis of a strong academic background in math and whose focus was primarily internal. As such, he was particularly suited to a period in which the college devoted its energies to getting itself established as a new educational service and developed a strong academic curriculum. On the other hand, the new president was observed to be someone with superb marketing skills and development. His principal focus was external and therefore was viewed as particularly well-equipped for a period in which the college's principal challenge was to maintain its dominant position in quality academic programs and deal with the growing competition facing the college. Because of the shift in the president's vision, from internal to external, major

restructuring occurred in the organization of this college. With increased emphasis on marketing and development, public relations became a powerful functional area in the college and there was less emphasis placed in academic affairs.

From the perspective of the technical-political-cultural (TPC) framework, colleges contemplating a succession at the top must ask not only whether an individual's technical competencies fit the college's strategic challenge of the next decade, but whether the networks in which the individual is enmeshed will play a significant role in his or her ability to execute a given strategy. Some authorities argue that the leader must be able to mobilize a critical mass of the organization to effect a transformation. A leader need not be loved to gain this commitment, but he or she must be respected. While most strong individuals make some enemies in the course of a career, the number of these should be limited, or it will be difficult to accomplish a leadership agenda. A leader needs the ability to tap into networks, because networks are central to getting things done.

It is also through networks that we define much of our self-image or self-esteem and the absence of significant network relationships is often seen as a sign of social maladaptation. People **will** run adrift without social anchors. The French sociologist Durkheim described the lack of meaningful network ties as *anomie*, or a sense of meaninglessness. Organizations in transition engage in the risky business of creating *anomie* purposely for many of its members. Networks are broken in the hope of forming new ones. A transformational leader must manage to create a new set of social networks with new flows and ties while selectively eliminating old, no longer useful, networks. The implications of social networks on transition management are profound.

Transformational leaders must provide guidance during this macro-level transition. The importance of networks during transition periods has been pointed out by a number of CEOs. Lee Iacocca's sentiment is echoed in the following words:

"The kind of people I look for to fill top management spots are the eager beavers. These are the guys who try to do more than they're expected to. They're always reaching. And reaching out to the people they work with, trying to help them do their jobs *better*. That's the way they're built. So I try to look for people with that drive. You don't need many. With 25 of these guys, I could run the government of the United States. At Chrysler, I have about a dozen. What makes these managers strong is that they know how to delegate and how to motivate. They know how to look for the pressure points and how to set priorities."

It is clear that Iacocca understands the power of networks and the fact that putting the right individuals in the right places will give the transformational leader tremendous leverage on the remainder of the system.

Creative Destruction and Reweaving of Social Networks

The adjustments that take place during transitional periods involve breaking and reforming the information, influence, and affective links in an organization. This process of creative destruction and rebuilding of social networks, the "links" between individuals and groups requires the transformational leader to orchestrate various shifts or movements in the TPC network. The major determinant of changes in informational links are shifts in the task demands of the technical system. The major determinant of changes in influence networks are shifts in the balance of power among coalitions in the organization. Finally, changes in the culture of the organization are most likely to alter affective links. A transitional period involves maintaining certain relationships, creating new relationships, and breaking off some old relationships. To add to the complexity, the pattern of maintaining, breaking, or creating networks varies among the information, influence, and affective networks.

Transition Vehicles for Managing Networks

The most critical part of a trapeze act occurs when one trapeze artist is released by their partner and then flies through the air into the hands of another trapeze artist. The ending, the transition zone, and the new beginning are all well-defined and failure to execute this maneuver properly can have grave results. It is interesting that in a trapeze act the ending - the "take off" - has a tremendous influence on future events. It limits and constrains the arc and the distance that the trapeze artists can fly through the air but does not totally determine it. If the ending is a little bit off, the trapeze artist can change the body rotation, arch the back a little bit, and make some minor adjustments during transition so there can be a successful new beginning. It is clear that all three phases are critical to the success of the act.

The transformational leader is much like a trapeze artist. There is a point at which the break with the past must be made. The past certainly limits and constrains the future, but it does not totally determine the new beginning. Constant adjustments need to be made during the transition so that the links that were broken can be replaced with new ones. The danger is that the transformational leader can throw an organization into ambiguity, uncertainty, and chaos if he or she doesn't make the adjustments needed to reweave the social fabric and create a new beginning. It is precisely during this transition period that the greatest network demands are made on the transformational

leader. People are not clear where to get critical information. The norms and values are not totally clear. Friendships often get broken. Jim Renier, CEO of Honeywell, spoke about this process during a transition period at Honeywell:

"At some point you've got to loosen the reins, delegate. You've got to get the whole organization to practice this, to get you there. At the moment we have painted a picture that is not as clear in its details as I would like. It's almost like being in a battlefield in a fog. It's too much to ask the commander to describe the terrain as if the fog wasn't there. I don't have all the answers, but we've got to be willing to listen and say, well, someone else has seen through part of the fog so we'd better listen carefully to that person."

Given the nature of the transitional task, the most central problem is political uncertainty. When political uncertainty is high it becomes the major focal point for people's energy, because it is most directly and fundamentally linked to the survival of individuals in the organization. The ultimate political act in an organization is the decision about who will stay and who will go. Thus one of the most salient points to keep in mind is that when political uncertainty is high, transformational leaders will find it virtually impossible to work on technical or cultural issues, even though they may need attention. Something must be done to reduce the political uncertainty first.

Some Prescriptions

The world is, of course, complex. Relationships among people are not just technical, political, or cultural. Usually there is some mixture of all three. To plan for a transition, however, we will argue that it is useful to pull these three apart analytically, so that we can be very clear about the technical information flows between people that are needed and what changes are required. We also want to be clear about the political influence flows and the effective cultural flows that go on in the organization. Transformational leaders must use a variety of tools to analyze these flows.

The technical plan should be based on a work flow analysis that identifies who needs what information from whom at what point in the process to get the job done. Work units should be clustered to get groups together who need to interact most frequently and then provide integrative network vehicles such as liaisons, matrix structures, or other ways of coordinating the work between groups.

In the political arena, it is important to identify the following elements:

1. Individuals and groups whose commitment is needed for

- the change to happen.
2. The definition of the critical mass needed to ensure the effective implementation of the change.
3. A plan for getting the commitment from a critical mass of employees.
4. A monitoring system to track changes in the political system.

The first step is to do an analysis of key influential people to determine their current attitudes toward the desired change. Then determine where they need to be in order to carry out the transition successfully. It should be noted that in order to change an individual politically, it is important to assess the networks in which that individual operates, since it may be easier to effect change by working through other people.

Cultural transitions demand that we deal with some of the most elusive elements of the transition process, for it is in the cultural system that we find people's beliefs, values, and norms. These generally cannot be changed directly, they must be worked on over long periods of time in redundant ways. However, the leader who wants to change the culture in the organization should start with a network analysis that includes:

1. Identifying the cultural values and beliefs that require changing.
2. Identifying the gatekeepers of the organization's current culture, that is, who are the most important guardians of the norms and values, and whose support will be most critical for the new culture to succeed.
3. Defining the critical mass of cultural gatekeepers needed to change the culture.
4. Developing a monitoring system to support the change process.

In this analysis, it is important to identify those elements of the culture that need to be maintained, those that should be eliminated, and those that should be introduced. Then a specific plan is needed to build links to the gatekeepers to change their values and beliefs.

Loosely Coupling the Networks that Manage Transition

The TPC networks are often worked simultaneously by the transformational leader. A single event could contain a technical message, a political message, and a cultural message. The important point for the transformational leader is that he or she has some understanding of how these agendas are working. Furthermore, networks, perhaps more than any other aspect of the organization, are worked through playful opportunism.

With a vision and an agenda, a chance encounter can be used to reinforce an important value or to give a political message.

But this playful opportunism can be enhanced. For example, Hewlett-Packard's well-known management technique "MBWA" (management by walking around), is an illustration of how the transformational leader engages in a constant working of social networks. As educational leaders we must allocate a certain amount of time out on the campus interacting with faculty. At Hewlett-Packard "MBWA" was initiated and continues to be done essentially for cultural reasons. Nevertheless, the MBWA strategy allows the technical and political networks to be continually massaged at the same time.

Because maintaining networks clearly provides an opportunity to increase organizational effectiveness, the transformational leader must enhance the networking capability of the organization. This is accomplished by:

1. Utilizing physical architecture and physical space as important network tools. The architecture controls the flow of traffic and increases the probability of meeting among people. Where people are placed and traffic flows, as well as the location of offices and conference rooms, are important vehicles for network management.
2. Transferring people from one network to another. A multinational corporation used movement of key executives around the world as an organization design tool to build and maintain global networks
3. Creating temporary systems such as task forces or collateral organizations that bring together groups to work on new tasks. In the process, new alliances and new networks are formed.
4. And, finally, introducing new management practices designed to help the organization develop new network ties. One such tool is the role analysis technique which specifically focuses on role sets. Individuals define their job and what they need from others in their role set and conduct negotiation sessions in which the members and the role set agree to exchanges to facilitate the work. This makes the linkages in their network explicit.

It is up to the transformational leader first to understand social networks, and then to do a diagnosis of the current and desired state, and finally to call on the multiple set of tools needed to execute the difficult trapeze act of letting go and reaching the new beginning by breaking old ties and constructively building new ones.

References

Devanna, Mary Anne and Tichy, Noel, *Creating the Competitive Organization of the 21st Century*: The Boundaryless Corporation, Human Resource Management, Winter 1990.

Drucker, Peter F., *Management: Tasks, Responsibilities, Practices*, New York: Harper & Row, 1985.

Zaleznik, Abraham, *Managers and Leaders: Are They Different?*, Harvard Business Review, March 1992

CONCURRENT SESSION TOPICS

Table of Contents

1. <i>An Anatomy of an Innovation: Balancing the Needs of Developmental Students with the Needs of an Institution</i>	1
2. <i>Balancing Academics and Students' Personal Crises: Teachers as Counselors.....</i>	9
3. <i>Beyond the Classroom: Creating and Implementing New Models for Teaching.....</i>	17
4. <i>Building Citizen Leaders</i>	23
5. <i>Carry the Torch for Your Department into the Community</i>	31
6. <i>The Chair/Dean as Entrepreneurial Leader: How to Increase Support and Funding for Your Department or Area.....</i>	39
7. <i>Chairs' and Deans' Commitment to Continuous Improvement: Measuring Departmental Effectiveness through Program Review.....</i>	49
8. <i>Challenges and Opportunities in Chairing Multi-Disciplinary Departments.....</i>	55
9. <i>Chameleons in the Classroom: Meeting Students' Needs through Academic and Continuing Education Partnerships.....</i>	61
10. <i>Chasing Your Tail: Resource Management in the Technology-Based Classroom</i>	69
11. <i>College Voices: A Drama, a Comedy, a Celebration, and an Investigation into the Lives of Our Students</i>	75
12. <i>A Commitment to Service: Taking the College into the Community</i>	81
13. <i>A Counseling Model for the 21st Century: How to Sustain the Integrity of Counseling Professionals - A Mesa Community College Leadership Model.....</i>	87
14. <i>Cross Cultural Assumptions and a Rationale for Studying Diversity</i>	93
15. <i>Curriculum Complexities: The Chair's and Dean's Agenda.....</i>	97

16. <i>Delegation and Other Teambuilding Processes: Transforming Your Department and Programs</i>	105
17. <i>Delivering the "Write" Message: The Memo and Transformational Leadership</i>	113
18. <i>Designing a Virtual Classroom through the Use of Laptop Computers</i>	121
19. <i>Don't Go to a Restaurant to Get a TASTE OF TECH! Come to the Community College!</i>	129
20. <i>An Effective Alternative to Faculty Evaluation: The Use of the Teaching Portfolio</i>	136
21. <i>End of the Rainbow and a Pot of Gold: Coalition between Academic, Occupational, and Continuing Education</i>	143
22. <i>Enhancing Academic Leadership through a Local & Regional Retreat: Adapting the "Great Teachers" Model for Chairs and Deans</i>	149
23. <i>Enlightening Chairs and Deans about Liability: How to Avoid Employment Litigation</i>	157
24. <i>Exploiting Instability: A Model for Managing Organizational Change</i>	165
25. <i>A Faculty Driven Teaching & Learning Center: The Evolution of a Professional Development Venture</i>	173
26. <i>Faculty Performance Review and Evaluation: Principles, Guidelines, and Successes</i>	180
27. <i>From Teaching to Learning, from Managing to Leading: Facilitation Skills to Bridge the Gap</i>	185
28. <i>A Funny Thing Happened on the Way to the Future: Regenerating our Academic Institutions</i>	193
29. <i>Gender-Based Teambuilding: Strengths Men and Women Bring to Effective Leadership Teams</i>	203
30. <i>Gender Issues and Leadership: How to Improve Communication Among and between Men and Women</i>	213
31. <i>Getting Started with Cooperative/Collaborative Learning Strategies</i>	221

32. <i>How to Get Uninvolved Faculty Involved</i>	229
33. <i>How to Improve the Quality of Our Organizations through the Use of TQM, Continuous Improvement Strategies</i>	235
34. <i>How to Resolve Conflicts Effectively</i>	243
35. <i>How to Succeed in Contract Training (by Really, Really Trying)</i>	251
36. <i>How to Use a Common Sense Approach to Increasing Your Odds of Being a Successful Academic Leader</i>	257
37. <i>Implementing a Successful Faculty, Data Driven Model for Program Review</i>	263
38. <i>Improving Teaching Through a Peer Support "Teaching Consultation Process"</i>	271
39. <i>In Search of the Precious Commodity TIME: How to Use and Abuse It</i>	279
40. <i>Internationalizing Your Departments and Colleges through Faculty and Staff Exchanges</i>	287
41. <i>Intrapreneurship-A New Way of Doing Business: Maintaining Academic Integrity in the Face of the Political Imperative to Make Money</i>	295
42. <i>An Investigation of the Organizational Factors that Foster Academic Vitality, Commitment, and Innovation among Two Year College Occupational Faculty</i>	305
43. <i>Job Dissatisfaction and Turnover among Two Year College Department/Division Chairpersons</i>	313
44. <i>Liberal Arts vs. Vocational Education: An Olympian Balancing Act</i>	321
45. <i>Management that Constrains and Management that Liberates</i>	329
46. <i>Marching to the Same Beat: The Benefits of Building a Chair Council across a Multi-College District</i>	337
47. <i>Meetings, Bloody Meetings: The Who's, What's, Why's, and How's behind Effective Meetings</i>	345
48. <i>Metaphors and Maxims for the Millennium: Using Metaphors to Overcome Obstacles of Change</i>	349

49. Moving for SEEMless to SEAMless Pathways for Students.....	357
50. Multi-Institutional Collaborations for International Vocational Education: How to Manage It.....	365
51. A Paradigm Shift: Recruiting, Training, and Developing Quality Part-Time Faculty.....	373
52. A Practical Approach to Identify and Solve Problems: Continuous Improvement Strategies.....	379
53. A Process for Determining What Business and Industry Want and Need from Our Graduates.....	387
54. Recruitment Combined with Retention Strategies Results in Institutional Effectiveness and Student Satisfaction.....	395
55. Rocky Chairland: Educating a Changing Health Care Workforce.....	401
56. Seasoned Chairs and Deans Can Learn New Tricks.....	409
57. Seven Principles for Good Practice in Distance Learning.....	415
58. Skilled Scholars: A Professional Development Program for Adjunct Faculty.....	421
59. So They Are Resistant to Change? Strategies for Moving an Immovable Object.....	427
60. So You Are a New Chair or Dean: How Do You Perform Your Complex Roles without any Formal Training?.....	435
61. Some People Make Things Happen, Some Watch Things Happen, While Others Sit around and Wonder What Happened.....	439
62. Standards: A National Movement toward Breaking the Inertia of the Entrenched Mathematics Curriculum.....	447
63. Strategic Design: A Method in Negotiating the Curriculum.....	455
64. Strategies and Methodologies for Improving Communications in a Rapid Paced, Complex, Technological World.....	459

65. <i>Successful Entrepreneurial Partnerships: Engaging the Interest of Business and Industry</i>	465
66. <i>Teaching and Managing: Conflicting Roles of the Department Chair</i>	471
67. <i>The Teaching Resource Center: A Catalyst and Resource for Chairs and Deans in the Quest for Faculty/Staff Development and Excellence</i>	481
68. <i>Upgrading the Humanware Side of the Network: Innovative and Effective Technology Training Programs for Academic Faculty and Staff</i>	489
69. <i>Using the Baldrige Quality Award for Program Assessment</i>	495
70. <i>Utilizing Effective Conflict Management Tools and Practices to Help You Swim among Sharks</i>	503
71. <i>The Virtual Classroom: Great Expectations</i>	511
72. <i>Welcoming Diversity: Celebrating Our Differences and Acknowledging Our Common Experiences</i>	519
73. <i>What Are the Roles of the Chair, Faculty Member, and Dean in Student Assessment?</i>	527
74. <i>When a Whole College Changes: Overcoming Inertia, Motivating Veteran Faculty and Staff</i>	535

***AN ANATOMY OF AN INNOVATION:
BALANCING THE NEEDS OF DEVELOPMENTAL
STUDENTS WITH THE NEEDS OF AN INSTITUTION***

By

Victor Cornell
Gene Fazio
Tim Florschuetz
Laurel Howard
Raquel Leyva
Terri Martinez
Gail Mee
Pat O'Brien
Debbie Reinders

Mesa Community College
Mesa, AZ

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

Biographies of Presenters

Chair of the committee, Dr. Gail Mee, serves as Associate Dean of Mathematics, Science, and Physical Education at Mesa Community College. Faculty members of Mesa Community College are Terri Martinez and Raquel Leyva, professors of reading; Laurel Howard, Pat O'Brien, and Victor Cornell, professors of Mathematics; Tim Florschuetz and Debbie Reinders, professors of English; Gene Fazio professor of English and reading.

Mesa Community College is located in metropolitan Phoenix, Arizona. Since its founding in the early 1960s, it has grown significantly. More than 22,000 credit students now enroll at the college each semester. It is anticipated that the population in the surrounding area will double within the next ten to fifteen years and that college enrollment will grow proportionally.

Students at the college are representative of students at most community colleges today. Their average age is 27, and 54% are female. The ethnic and racial composition of the student population is similar to that of the local community. It is predominantly white, with a growing number of minorities, particularly Hispanics. In Fall 1994, 20% of the students at the college were members of minority groups.

As with most colleges and universities in the past few years, Mesa has been limited by significant budget restrictions. Recently, a bond referendum was approved at the polls, providing the college with new resources to build and improve facilities and upgrade technology and equipment. However, operating monies are still scarce. And, like other colleges and universities, this college is also experiencing increasing demands for accountability from outside agencies, such as its regional accrediting agency and the state legislature.

Mesa is a comprehensive community college offering an extensive array of academic and technical programs. Its mission is broad and includes those curricular functions that define most community colleges. Cohen and Brawer describe those functions as "academic transfer preparation, vocational-technical education, continuing education, remedial education, and community service"(16).

Because of the college's close proximity to the state university, located only a few miles away, the transfer function of the college appears to dominate all others. Many students at the community college are concurrently enrolled at the university or intend to transfer and are taking courses for a variety of reasons: less expensive tuition, availability of classes and conveniently scheduled sections, or the opportunity to improve their academic standing and thus improve their chances for admission.

Within the past several years, the preeminence of the transfer function at the college has been overshadowed by the increasing demand for remedial education. In Fall, 1992, 65% of the students assessed for placement in English, mathematics, and reading scored below college-level in at least one of these subjects. Enrollment in courses below college-level accounts for almost 30% of the total college enrollment. Data also show that many students are not always successful in these courses or in subsequent courses.

Statistics such as these have captured the president's attention. He sees efforts at remediation placing increasing demands on already scarce resources without concomitant student success. This concern has prompted him to request a new solution to "the basic skills problem." English, math, and reading faculty were selected to meet this demand by integrating technology into self-paced, open-exit classes.

When instructors think of approaching the use of technology in the classroom, some may think of isolated student learning or electronic programmed instruction. However, faculty soon recognize that technology can be a tool that enables them to provide students with more, not less, attention.

The similarity of the approaches to classroom management by the three disciplines far outweighs the differences in these classes. Each discipline basically creates a non-lecture environment after the first few weeks of the semester. This promotes more student-to-teacher contact, student-to-student interaction, or small-group interaction.

The premise of the pilot is to move students at their own pace and offer the opportunity to exit as quickly or patiently as the requirements are met. Ideally, students should be highly motivated, and disciplined (self-starters) to exit the program with success. Students not possessing these attributes quickly realize they have to acquire them to complete the class with a desired level of success.

Student-Student Interactions. Tutorial programs, word processors, and self-directed student assignments create a workshop environment that enables students to work independently at their own pace. However, working independently does not mean that each student works alone. For example, English students composing on word processors usually receive comments and advice as they read their work to each other. Math students working on the same topics help each other discover and learn the steps used to solve problems. Students who have mastered a concept serve as tutors to those students who are having difficulty learning that concept.

Teacher-Student Interactions--One-on-One. Rather than spending the majority of class time lecturing, teachers, in a workshop environment, help students *while* they are in the process of completing an assignment, doing a problem, or working on a tutorial. In English classes, networked computers allow the teacher at a central computer to view each student's work. This same technology even allows the teacher, without ever leaving the central computer, to provide comments to students. This innovation allows teachers to help more students in less time. In addition, students have written comments.

Software tutorials in English, math, and reading provide students with diagnostic feedback, allowing teachers to maximize their time in individual conferences with students. English students work on the software programs *Grammar Tools* and *Writing Tutor*, which were developed by faculty at MCC. The diagnostic score sheet, printed explanations, and customized homework assignments allow a teacher to clarify areas of confusion and to check student mastery of a skill or concept. Similarly, reading students must complete two textbooks, *Ten Steps to Advancing Reading Skills* and *Advancing Vocabulary Skills* during the semester. The reading department utilizes an assignment check-off sheet that guides students through the course on an individual basis. Students are checked-off by the instructor on all homework assignments, then proceed to computer exercises or quizzes and finally to paper mastery tests.

Most importantly, the software tutorials and self-directed student assignments free the teacher for one-on-one conferences in the classroom. In these conferences, teachers can help students while they are in the process of completing a task. An English student may, for instance, need the teacher to go over directions in a particular assignment, offer ideas for support, or suggest a better way to express a reason. Math teachers have individual conferences with each student after every test they take. Students receive one-on-one feedback on what they are doing right as well as individualized instruction. Students are given a customized homework assignment based on their pretest over a module including sections they can work on using the computer tutorial, *InterAct Math*. Students continue in a module until all the objectives of that module are mastered. This forces the students to have mastered all the prerequisite skills before proceeding to the next level of mathematics. A student in reading having difficulty with main ideas may benefit tremendously by going through some exercises with the teacher.

Teacher-Student Interactions—Small Group and Whole Class.

Technology has also helped instructors meet individual needs in small group and whole class instruction. Through testing and homework, including using the computer tutorials, students with the same needs can be identified and small group instruction can take place. Any instructor may incorporate a whole-group approach at certain intervals. The networked computers allow English teachers to easily project student compositions from individual computers onto a screen through the use of the Lite-Pro. Positive comments motivate the individual student to better writing and simultaneously provide examples of word choice, clarity, and other items for other students.

In this continued effort to integrate and decompartmentalize disciplines, thereby allowing students to see and understand first hand the unity of academia, English, math, and reading faculty developed a multi-media unit for the Basic Skills pilot program entitled *Pueblo Grande*. This interactive software is based upon the historical site in Phoenix of the same name, a natural, cultural museum preserving the remains of the mysteriously vanishing Hohokam Indian tribe. After considerable brainstorming, much debate, and a visit to the museum, MCC faculty finally decided upon an archaeological dig of an unexcavated portion of the Pueblo Grande Museum to illustrate the importance of a combination of academic skills, to foster and develop critical thinking, and to give students a chance to learn about the culture and history of Arizona.

In a highly collaborative atmosphere, students take on the role of archaeologists and work together through a computer simulated excavation to unearth features and artifacts, discussing many different facets of the Hohokam society. Students view videos, listen to audio cassettes, and peruse literature donated by the museum prior to the actual dig. Also, an Introduction to Archaeology (an interactive/informative computer program created by MCC's own Richard Effland) provides the students with a background in general archaeology. Whether or not the students actually visit the site, the multi-media unit provides a simulated visit, historical and cultural information, and archaeological facts and figures, thrusting the student into the role of the archaeologist: a reader, a writer, a mathematician, and a critical thinker.

Initially, students are exposed to new vocabulary and main ideas through several vehicles of delivery, capitalizing on the learning style theories. Videos, audio cassettes, diagrams, pamphlets, articles, and computer software (visual and auditory) are all required and expose developmental students to information literacy. Students keep a journal of notes, vocabulary, and any information necessary for writing a report after the dig. Students are urged to reproduce the new terminology they have learned. At the outset of the dig, students receive a budget, a normal part of such endeavors. As in reality, students must keep within their budget while hunting for buried historic clues.

During the actual excavation (simulated with the interactive software), students unearth a variety of structures such as canals, ovens, and different types of houses and a variety of artifacts such as pottery, culinary tools, and jewelry. Pollen samples are also obtained to indicate agricultural habits. A radiocarbon dating analysis helps students to orient their findings within the given timeline. Obviously, aside from the budget, there is a plethora of mathematical applications; from figuring out the areas of house to the median of change of this area over time to graphing

applications, instructors have many choices for specific tasks. Since no two digs offer the same results, many figures are produced to plug into certain equations.

Collaboratively interpreting data, sorting facts and figures, and formulating a hypotheses through critically analyzing all of the information, students end the Pueblo Grande project with a report. Instructors have the option to impose strict guidelines for this piece or simply allow students to informally write a final journal piece. For example, English instructors most likely demand a formal final composition (being the crux of the assignment and grade) whereas math instructors may demand more mathematical applications and less writing to constitute the grade for the project. Students, as well as instructors, have many choices throughout this project, once again resulting in a real life experience.

Because Mesa Community College retains the vision of technology and innovation, faculty are dedicated to provide imaginative and even daring curriculum to their charge of rejuvenating the basic skills program. As John Roueche, Director of Community College Education at University of Texas at Austin, maintains: "Specifically, there are four major principles for making intelligent and sensitive curricular decisions:

1. The content must have *utility* for the learner.
2. The content should exhibit *relevance* to the learner's life.
3. The content must be susceptible to *multisensory* approaches.
4. The content must be receptive to *holistic, eclectic, and cross-disciplinary thrusts*"(15).

Works Cited

Cohen, Arthur M., and Florence B. Brawer. The American

Community College. San Francisco: Jossey-Bass, 1989.

Roueche, John E., with Oscar G. Mink. Holistic Literacy in College

Teaching. New York: Harcourt, 1980.

***BALANCING ACADEMICS AND STUDENTS'
PERSONAL CRISES:***

TEACHERS AS COUNSELORS

By

Daniel Linnenberg
Sociology Department
and
Virginia Skinner-Linnenberg
Chair, Communication/Humanities

North Central Michigan College
Petoskey, MI

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

BIOGRAPHY

Dr. Virginia Skinner-Linnenberg is the Chair of the Communications/ Humanities Department at North Central Michigan College in Petoskey, Michigan. She also serves as a professor of English. She holds a PhD in Rhetoric / Writing and Literature from Bowling Green State University in Ohio. In addition, she holds an MA in Creative Writing from the University of Louisville, Kentucky, and a BA in Psychology from Bowling Green State University. Virginia's talents in teaching have been recognized by students and faculty alike. She was named Teacher of the Year for 1994-95 and Employee of the Year also for 1994-95. Her interest in aiding students with their personal crises comes in part from students looking to her as a role model and thus asking for her advice.

Daniel M. Linnenberg is a Licensed Professional Counselor and a National Certified Counselor. He is the Special Populations Coordinator at North Central Michigan College and serves as an adjunct professor for sociology. He also is an ordained Episcopal priest assigned to the Episcopal Church of the Nativity in Boyne City, Michigan. In addition, he has had experience as a clergy counselor at a drug rehabilitation facility and has experience running a private counseling practice. Daniel holds an M.Div. from Nashotah House Theological Seminary, an MA in Education (Community Agency Counseling) from Western Kentucky University and a BA in Deviant Anthropology from Bowling Green State University. Daniel has a natural interest in helping teachers cope with students' personal crises since a portion of his job entails just that--aiding students in finding answers to their problems.

Balancing Academics and Students' Personal Crises: Teachers as Counselors

Virginia Skinner-Linnenberg, PhD
Daniel M. Linnenberg, LPC, NCC

Learning is an intimate process which many instructors try to encourage by making students feel as comfortable as possible. Consequently, to students, that intimacy seems to reach to even deeper realms. Thus, far too often, students view teachers as surrogate counselors/confessors. At the two-year college where the majority of students are nontraditional older adults, the experiences shared with teachers are many times heart-wrenching, heroic, tormenting, even life-threatening. We hear about the divorce that has taken a nasty turn; we hear about the domestic abuse from which a student is fleeing; we hear about the suicide of a relative. And the list goes on.

During a recent conversation with a colleague who had just learned that one of his students was in jail, we commiserated that our role as teachers had certainly evolved into something other than for what we had been academically trained. He stated, "We might as well give up the pretense of being teachers and just call ourselves counselors."

At the two-year college, particularly those with open admission, students often enter the classroom with a deep sense of personal failure and they look to teachers for help, not only academically, but also personally. Therefore, how do teachers transcend the academic boundaries and reach out to these students, especially when many of them have not had the same experiences as the students? Relationships between the teacher and the student have their share of research (Tobin, Brooke, Murray, Onore). However, do teachers endanger those relationships if they refuse to play the role of counselor? What can department chairs do to help their teachers overcome such obstacles and take the risk involved with aiding their students?

First, to get an idea of how pervasive this problem is, we surveyed faculty members at our institution and through some listserv bulletin boards on the Internet. Out of the 40 responses we received, only three stated that they had not had students come to them for advice/ counseling about a nonacademic problem. (We also might mention here that all three of those respondents were male. We speculate that female teachers may be perceived as more approachable by both female and male students.) Of those 37 teachers who had been asked for assistance, over half of them had little or no training in the area of counseling. Those who did have training taught mainly in nursing and sociology.

Problems presented by students to their instructors varied widely: abuse, suicide, drug addiction, financial difficulties, failures in relationships, job search, racial issues, buying/selling homes, alcohol addiction, child/family problems. The list is overwhelming. And yet, the majority of teachers said they did not feel competent in giving advice to these students. One teacher's response was that he was "very squeamish" about offering advice. Other answers included:

- I often felt I could listen, but rarely felt I should offer anything other than clarification of choices.
- It was more a matter of listening and trying to figure out to whom I should refer this person.
- I try to link up with [the school counselor] or the Women's Resource Center rather than give advice. I do a lot of listening.

The majority of respondents stated that they referred students to the college counselors or to professionals because they, as teachers, were not prepared to handle any personal problems. Some professors felt that counseling was not their responsibility and discouraged students from seeking them out with their personal problems. One professor saw any attempt to gain counseling knowledge as detrimental to his own academic field:

As a faculty member, I believe that distinguishing advising from counseling is the extent of my counseling responsibilities. To gain expertise in counseling is to lose it in another area such as my curriculum. "Jack of all trades, master of none."

In a study done in the Massachusetts Community College System, Maxine Elmont found similar outcomes to our survey. Some 173 educators who worked with nontraditional students and high-risk students in developmental education stated that they spend the majority of their time working directly with students. Therefore, they expressed a need for more training in the counseling skills area. Likewise, in her article "Martha Meets Her Mentor: The Power of Teaching Relationships," Laurent Daloz writes that much teaching occurs in day-to-day conversations with students. "Mentors teach their students as much by how they relate to them as by what they tell them" (5). This article does not directly address the personal problems of students; however, college teachers need to know what to do when faced with such a situation. If college teachers do not have the skills to aid students in a crisis, the fragile student-teacher relationship we work so hard to build may be damaged.

"What Should I Do?"

Teachers at the K-12 levels are normally given some instruction in counseling, conflict resolution, or classroom management which entails methods of dealing with student crisis situations. On the other hand, the college instructor, unlike

the K-12 teacher, generally comes to the teaching environment straight from the academic/research area without having any background in Educational Management. Nevertheless, there are techniques teachers can utilize in aiding adult students.

An excellent method of dealing with students in a "counseling" situation is to utilize Reality Therapy as developed by Dr. William Glasser. The most basic principle of Reality Therapy is the belief that the actions we take in life are done to fulfill our five needs: our basic survival need, and our higher needs of power, belonging, fun, and freedom.

The reality of life is that the only thing we have any control over is ourselves and what we do, our own behavior. We have very minimal control over our own physiology, a little more over our emotions, some control over our own thinking (but not total); the only aspect of what we do have control over is our actions.

With Reality Therapy, the teacher helps the student to see that s/he must make the decision of what to do. Advice is not given.

To implement this therapy, first and foremost, the instructor is called upon to listen to the story. Students who approach teachers usually only want to tell the story of what's happening in their lives. All one may have to do is ask the simple question "What's going on?" Students are often only looking for someone to listen to them. They may be reluctant to talk to the college's counselors because they do not perceive their problems to be that drastic. Or, they may simply not know the counselors. Of course, instructors are not counselors; yet they are seen as individuals who, through their chosen career, have opened themselves as people who care. In many cases, students initially want to explain their absence from class or a reason why their papers will be late. They are not looking for advice and it is not the role of the teacher to give it. For that matter it is not the role of the counselor to give advice, only to assist the student in the clarification of the event, clarification of wants, the evaluation of actions taken, or to be taken, and assist the student to make up his/her own plan of action. Likewise, the role of the teacher as counselor is to listen to the story--if given--and then guide the student to the appropriate plan (which may be to seek another resource such as the college's counseling center).

The responsibility for the mental health of the individual is his/her own. In other words, the only person who can take care of a person is that person. In dealing with students in crisis situations it is important not to take away their responsibility for themselves.

When a student approaches an instructor, that instructor is seen as an individual who has made something of her/himself, a survivor in this world of life and as a person who cares about others, who cares enough to teach. In

many cases, what the student is looking for is a friend--a friend who has survived. Therefore, the teacher should act like a friend.

After listening to the story, there are four questions that the teacher will want to ask, in order to direct the conversation:

- What do you want?
- What are you doing (about it)?
- Is your behavior helping or hurting you?
- What is your plan?

If the student has a plan and has tried implementing it, but without success, the teacher will want to aid the student in coming up with a new plan, one that the student is willing to put into action.

The most basic of concepts within the theory of Reality Therapy is that how the world is and how we think it should be sometimes comes into conflict. When this happens we tend to act in ways which will meet our own needs. Students need to understand this and apply it to their own lives.

After such a session, the instructor should always follow up. S/he should check to see how the student is doing. This can be done quickly and quietly sometimes as they pass in the hallway.

It is important for teachers to remember that they are not being paid to solve students' personal problems; for that matter nobody on campus is being paid to solve the students' personal problems. The difference is that there are several people being paid to assist the students in dealing with their own problems. Yet, there are certain things a teacher can do to better develop the relationship between student and teacher and thus the counseling environment. Reality Therapy expert Robert Wubbolding recommends that one always be courteous, determined, enthusiastic, firm and genuine. Moreover, the teachers should be themselves, showing empathy and even sharing similar aspects of their lives if appropriate. However, instructors should also defiantly avoid arguing with the student, giving advice, criticizing or demeaning the student, avoid instilling fear, encouraging excuses, and never give up on them.

The principles of Reality Therapy allow the teacher to be a caring person but leaves the onus of responsibility on the student to take care of the problem. The teacher becomes a sounding board, one who listens to what the student has to say--listens to the story without negating the student's responsibility to take care of his/her own problem. With this approach, the teacher is not doing psychotherapy, but is a friend by lending an ear to the problem and aiding the student to see that s/he needs her/his own plan to resolve the issue.

Bibliography

- Brooke, Robert E. *Writing and Sense of Self*. Urbana: NCTE, 1991.
- Daloz, Laurent A. "Martha Meets Her Mentor: the Power of Teaching Relationships." *Change* 19.4 (Jul-Aug 1987): 35-37.
- Elmont, Maxine. "Characteristics and Perceived Training Needs of Developmental Educators in the Massachusetts Community College System." *Educational Research Quarterly* 16.3 (Jul 1993): 5-10.
- Glasser, William. *Control Theory*. New York: Harper & Row, Publishers, 1984.
- . *Reality Therapy*. New York: Harper & Row, Publishers, 1975.
- Murray, Donald. "The Listening Eye: Reflections on the Writing Conference." *The Writing Teacher's Sourcebook*. Ed. Gary Tate and Edward Corbett. 232-237. New York: Oxford UP, 1988.
- Onore, Cynthia. "The Student, the Teacher, and the Text; Negotiating Meanings Through Response and Revision." *Writing and Response: Theory, Practice and Research*. Ed. Chris M. Anson. 231-260. Urbana: NCTE, 1989.
- Tobin, Lad. *Writing Relationships: What Really Happens in the Composition Class*. Portsmouth, NH: Boynton/Cook Heinemann, 1991.
- Wubbolding, Robert E. *Understanding Reality Therapy*. New York: HarperCollins Publishers, 1991.
- . *Using Reality Therapy*. New York: Harper & Row, Publishers, 1986.

***BEYOND THE CLASSROOM:
CREATING AND IMPLEMENTING NEW MODELS
FOR TEACHING***

By

Coen Free
President
and

Yvonne Moerman
Vice President, Foreign Language/English

King William I College
's Hertogenbosch, Netherlands

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

Biographical sketch of:

1. Yvonne Moerman-van Heel

- * Married, 3 children
- * Started as a teacher in primary school in 1963
- * In 1975 became a teacher in highschool
- * From 1985 up to 1992 I have been in a management position and since January 1992 vice-president at the King William I College, a college with some 14,000 enrolements a year
- * Responsible for 'themes' which is everything which has to do with both students and teachers
- * Also responsible for the innovation of the educational process in which Information technology plays a dominant role.

2. Coen Free

- * Married, 2 children
- * Started his career in education in 1972
- * Since 5 years president of the King William I College, the biggest Community College in the Netherlands
- * Also president of the Consortium for Innovation (sister organisation of the League for Innovation)
- * Member of the Dutch Education Council
- * He is quite a well-known author (history and poems)

Beyond the classroom: Creating and implementing new models for teaching.

Some weeks ago I read somewhere 'schools are not being designed, they just exist.' For generations all sorts of processes, often hard to define and understand have modelled them into their present shape.

Perhaps this is one of the most important reasons why innovation in schools is such a time consuming and energy devouring process.

The past 20 years we have tried to innovate and solve the problems within the system without wondering if it was the system itself which should be seen as the cause for problems and stagnation.

The speed of change in modern society is so high that, if education wants to keep up the process of innovation should be undertaken thoroughly and executed according to plan.

The TQM-concept very well known here in the US, is an example of such an overall strategy.

This concept assumes that problems are considered to be caused by the system and not by mistakes, committed by teachers, pupils, parents or management.

In our country discussions on innovation in education emphasised on enlarging the scale of the colleges this would almost automatically lead to innovation.

From 1990 onwards many mergers have taken place because of this perception.

And right now we have big regional centres for education which have some 10,000 students or more.

Both adults and youngsters attend all sorts of courses, full-time, parttime or in the apprenticeshipsystem, which is four days working / one day at school.

We also see that there is a growing tendency to expect from schools that they not only teach but also play an important role in educating the youngsters a task which for the greater part used to be undertaken by the parents at home.

The idea behind this is that school could perhaps help to annihilate social inequality.

We notice however that these plans and projects do not have the desired effects.

Psychological experiments have resulted in a growing interest in the process taking place in the classroom and the role of the teacher there.

As long as we cannot change this situation little or nothing will change.

The teacher will have to influence the learning activities of the students such that the learning process reaches an optimum.

The role the teacher plays is a crucial one.

He or she has the following options:

a. He or she controls the learning process as much as possible.

Example: He tells a story and puts a scheme on the blackboard.

b. He activates the learning process.

Example: He tells a story and the student, after having had an explanation draws the scheme himself.

c. He does not control or activate but stimulates and supports.

The student does most of the learning at his own effort.

Conclusion: The more the teacher does, the less the student learns. The greater part of the teachers still have to grow from options a/b towards option c.

Where do we stand.

At our college this notion is the basis of our educational concept 'school 2000'. We believe that you should change the learning environment thoroughly which is most of the time the classroom with a dominant role of the teacher. For our educational system still resembles the old system of mass production. Students move from form to form through a predesigned curriculum as if on an assembly line.

Each semester they learn the necessary facts and figures by heart. Those who can memorize best and ask the least are being placed on a faster line; those who have the most problems in memorizing facts and behaviour are being placed on a slower one.

Finally the greater part of the students end up on a line with an average speed. Standard testings are being executed in routine procedures measuring how many facts have been stuck in the heads and 'bad products' are removed from the line and sent back for repair.

Just like in the system of mass-production discipline and order are the ultimate. And just like factory workers teachers have little influence on what they have to do at the various spots along the line.

They are supposed to follow the plans designed by specialists in the upper regions of the educational hierarchy sent to them by layers of civil servants from the department of education, inspectors and managers.

Time for a revolution though!

In our college we go back to the past so to say to the medieval system of vocational education: the master-pupil system: students learn by doing they get feedback on their doing from each other, from the materials with which they work and from their 'master', the teacher.

The tasks start at a simple level and develop from simple to complex. At the same time their responsibility increases. Thus, in a safe and protected surroundings, they are being prepared for their role in society. We simulate reality in order to train practical skills.

I have taken two examples which are being executed in our college and are exemplary for our philosophy.

Office-simulation.

In our business department we used to prepare our business students by offering them classes such as economics, communication, computing and statistics.

It is difficult for them to get a good picture of their future activities in a real job.

We took the decision to create our open-plan office of 50 m² where all kinds of activities that take place in reality are simulated.

Our office knows a few sections such as:

1. a reception;
2. the purchase department;
3. the selling department;
4. the customer's service;
5. the clerical department;
6. the secretarial department.

Instead of attending all sorts of classes our students have to go through all the various sections of the office and execute a series of tasks in order to acquire their knowledge. Thus they learn that an office is a network of people dependent on each other and together responsible for the job: keeping the office running.

A second example of learning by simulation is our project: Practical learning in a shop. An important element in preparing students for their work in a shop is teaching them how to deal with automation in various branches.

We took food, fashion and do-it-yourself and teach the students what sort of systems they can meet with once they start working.

In our simulation environment they learn how these systems work and what the possibilities are.

Pitfalls and Profits.

Of course we realise that the process we have started is a long and expensive one and I will try to share some of the most important experiences with you.

+ Professionals.

Our teachers are real professionals who, once they realise that changing pays, start co-operating enthusiastically and wholeheartedly most of the time.

It is essential then that the working conditions are optimal.

+ Affinity with New Technologies.

The affinity with new technologies of our teachers is steadily growing.

There is a huge gap between what is technically possible in supporting the learning process and what is actually being used in schools.

If you provide the teachers with the essential tools and combine this with training, their affinity with new technologies increases.

The students are more familiar with new technologies and adapt easily.

+ Education and Industry: Natural Partners.

Education and industry are natural partners who can and must benefit from each other.

It is this idea we try to practise.

Students get parts of their training in industry especially when highly expensive and sophisticated equipment is involved.

We also train their employees when for example they have bought new equipment.

This works both ways: our teachers keep up with the developments in industry and the school does not need to invest.

+ Occupational Life Cycle.

The occupational life cycle is decreasing which results in a necessity for people to practise lifelong learning. This is quite an opportunity for colleges, and forces teachers to change, not because the management wants it, but because society demands it.

- **Teachers' Culture.**

A big problem we are confronted with is **the culture of teaching.**

The teacher, in front of his classroom, is fairly autonomous in his kingdom.

What we, however, see is that this kingdom is also the source for isolation and tension. It is very difficult to make them realise this.

- **Teachers' Legal Status.**

The teachers' legal status is fairly fixed which makes it quite difficult to change things. We for example still know the last in - first out - principle resulting in a greying of the teams.

- **Corporate Culture.**

In order to remain succesful as a college we need reach a corporate culture.

Teachers must become entrepreneurs and contribute to their own job security.

- **Economic Situation.**

In Holland vocational education knows different forms, one of them is the apprenticeshipsystem but the strong link with the economic situation makes the system very vulnerable. If the economy is booming, students can be placed easily but in a period of recession we have lots of problems in placing them.

- **Costs Interactive Multi Media.**

Another major problem is the costs of interactive multi media.

The market for educational software is, because of the Dutch language, very small.

Publishers and industry are not eager to invest in for example CD-ROM or CDI productions.

- **Preconditions.**

We all realise that we are on the eve of a fundamental change in education but when you take a look inside our buildings you will see that the traditional classroom is still prominently present. Such an environment does not really inspire to change.

A lot of money is necessary in order to change the learning environment for we think that if you change this, the teacher will more easily change with it.

- **Infrastructure.**

Finally we have to face the problem of locations scattered all over town.

This makes it very difficult to work efficiently. Teachers and students have to commute which takes time and energy and also money.

BUILDING CITIZEN LEADERS

By

Gayle Oberst
Replication
Gulf Coast Community College
Panama City, FL

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

BUILDING CITIZEN LEADERS

Presenter:

Gayle F. Oberst
Replication
Citizen Leadership Institute
Gulf Coast Community College
U. S. Highway 98 West
Panama City, FL 32401
904-747-3216

Gayle F. Oberst has twenty years experience as an educator. She has served in college and university administration as Vice-President for Finance and Administration, Director of Continuing Education, Director of Administrative Services, Director of Public Relations, and has taught business courses in management, marketing, and communications.

She holds a Bachelor of Science in Marketing and Masters in Business Administration and is certified as a FrontLine Leadership, Citizen Leadership Institute, and Phi Theta Kappa facilitator. She is the author of several articles in areas of leadership.

BUILDING CITIZEN LEADERS

RATIONALE

Communities across the country are in jeopardy--with growing crime rates, environmental pollution, homelessness, challenges of global competition, poverty, and illiteracy. All one need do is read the front page of any newspaper or Why Americans Hate Politics to agree the greatest challenge this country faces is the renewal of its communities, particularly with regard to the ability to engage in conflict resolution and effective problem solving.

The entire national experience--its challenges and opportunities related to growth management, environmental protection, competition in a global economy, upgrading of the workforce, multicultural exigencies, increased urbanization, adaptation to an information society which emphasizes critical thinking, and effectiveness in meeting human needs--is lived out in miniature in communities across America. From the solutions to community problems of the 21st century may emerge responses appropriate to critical national imperatives.

Citizen leaders will be required to shape positively a new environment, the post-industrial society; or else the current volatile mix of demographic, economic, and technical forces will continue to drive the country toward a human capital deficit, threaten the competitiveness of economic institutions, and act as a barrier to the individual opportunity of all.

E. J. Boone stated in The Community-Based Programming Handbook, "The need in America to renew and rebuild the concept of community, in which people are empowered and provided the opportunity to develop their innate leadership abilities within their own surroundings, is among the most important items on the nation's agenda as it prepares for the twenty-first century." President Clinton accentuated this need in his 1994 State of the Union address. Renewal of communities depends on a qualitative, contextual view by which citizen values are passed along. Such renewal thrives on grassroots activism and leadership typified by America's founding fathers but evidenced long before drafting of the Declaration of Independence. Dr. Betty J. Overton of the W. K. Kellogg Foundation wrote, "The beginning of any problem solving is people--individuals who step forward to facilitate bold new ways of seeing problems. The work of creating community vision and new communities demands heroic efforts. It calls for individuals, leaders and followers, who make the commitment to revisioning the world around them and who translate that vision so others might see." Productive changes in communities will occur when citizen leadership dispositions and skills are developed and when, in addition to enhancing individual actions, citizen leaders use them to define public problems, engage in public discourse, anticipate consequences of options, resolve conflict, practice making informed choices, reach consensus, and take action on behalf of the common good.

The Future of Community Colleges Commission's recent recommendations urge community colleges to "lead the way in civic literacy for adults." Specifically, it recommends "that colleges consider introducing a new civic education program for adults, one that would focus on government, public policy, and contemporary issues.

The approach would be interdisciplinary, with the aim of encouraging responsible citizen participation." Therefore, to reestablish a sense of community and create a nurturing environment, there is a need for community colleges to serve as community catalysts to galvanize people, community agencies, and organizations into collaborative action on behalf of the common good.

The appropriate community college response to community building imperatives is an instructional one. To this end, Gulf Coast Community Colleges proposes institutionalization of the Citizen Leadership Training Program-a comprehensive program specializing in the cultivation of citizen leaders.

INSTITUTIONAL MISSION AND COMMITMENT

Each community college's commitment to community building through citizen leadership training should be derived from its statement of institutional mission. Not only will this support the college's community building role, it will permit alignment of objectives, strategies, and resources necessary to support the role. First and foremost, the community college president and senior administrators are responsible for creating an environment conducive to the program, and each must make a concerted effort to involve and strengthen the sense of ownership of the staff, the faculty, and governing board in community building efforts.

A successful CLI citizen leadership training program is heavily dependent upon the support of the administration and the desire of the college to fulfill responsibilities inherent in a comprehensive community college mission. A commitment to be of the community and to be a catalyst in preparing citizens to be productive members of that community is essential for success.

A strategy should be employed to heighten community awareness of the need for continual development, to encourage citizens to become involved, and to seek the community college for leadership. Community involvement and ownership is key.

THE CITIZEN LEADERSHIP TRAINING PROGRAM

The Citizen Leadership Training Program is built upon the philosophical premise that citizen leaders exist in all communities and that by engaging citizens in a comprehensive curriculum, a community college can assist individuals in recognizing and accepting responsibility for active participation in problem-solving at community, state, and national levels.

In developing the Citizen Leadership Training Program, the Citizen Leadership Institute worked within the premise that citizen leaders are cornerstones, catalysts, communicators, and collaborators and that citizens progress through six stages-awareness, transformation, commitment, action, renewal, and facilitating the development of others-in leadership skills building.

PROGRAM CONTENT AREAS

The Citizen Leader as a Cornerstone:

- Philosophical Foundation (including definition of politics)
- Self Esteem
- Leadership Styles and Settings
- Values
- Barriers in Diversity (including multi-culturalism, values clarification, role and nature of traditions, bias and prejudice, open and closed societies)
- "Community" (including signs of a healthy community, environmental scanning, assessing and prioritizing community will, issues vs problems, problem framing)
- Understanding Your Attitudes and Behavior
- Strategies for Embracing Diversity
- Networking and Assessing in Diversity
- Power

The Citizen Leader as a Communicator:

- Introspection and Self Talk
- Patterns and Purposes of Communication (including deliberation vs debate, persuasion, bargaining, and negotiation)
- Listening/Questioning Skills
- Group Discussion (including caucus)
- Moderating Skills
- Persuasion, Negotiation, and Advocacy

The Citizen Leader as a Collaborator:

- Conflict Resolution (including controversy and mediation)
- Managing Emotional Disruptions and Distractions
- Critical Thinking and Creative Problem Solving
- Rational Decision Making
- Facilitating Collaboration

The Citizen Leader as a Catalyst:

- Power
- The Citizen Leader as a Change Agent
- Vision, Goal Setting, and Action Planning
- Motivation and Empowerment
- Problem Framing
- Organizing a Community Forum
- Team Building and Community Coalitions
- Leadership for Working in a Cross-Cultural Society
- Resource Mobilization: Building and Sustaining Community Efforts
- Managing Change and Uncertainty
- Transition: Moving Forward

PROGRAM DEVELOPMENTAL STAGES

The CLI Training Program assists the individual to progress through developmental stages of:

Stage One--Awareness

Stage one establishes the foundation for the development of the citizen leader. The individual recognizes that development is life long and that each person must first develop himself/herself in order to have greater influence with others.

Stage Two--Transformation

Stage two involves the individual in the acquisition of knowledge and skills required to create solutions to community problems. Three changes in the individual are brought about in this stage: (1) a change in disposition, (2) a change in skills and knowledge, and (3) a change in function.

Stage Three--Commitment

Stage three is marked by a conscious commitment to citizen leadership philosophy, principles, and practices.

Stage Four--Action

Stage four is the point at which the individual learns practical applications of the first three stages.

Stage Five--Renewal

Stage five is reflected by the citizen leader's ongoing training in citizen leadership. It is also a period during which the individual seeks opportunities to reinforce learning acquired during the first four stages.

Stage Six--Facilitating the Development of Others

The final stage prepares the citizen leader to function as a facilitator of the development of other citizen leaders.

PROGRAM DELIVERY

The "core" of the Citizen Leadership Training Program is thirty hours. The most desirable path for individuals to follow to citizen leadership is one which sequentially moves them through the content of the various developmental stages. To facilitate this process, the "core" has been organized as two fifteen-hour segments. Ideally, citizens take part I before taking part II. Realistically, however, citizen need may dictate enrollment in part II before taking part I. This should be permitted. Facilitator/trainer training emphasizes the importance of encouraging citizens to complete both parts and then to enhance development by enrolling in courses from renewal stage offerings. The program is designed so that credit and non-credit courses may be offered from the "core" and renewal curriculum. The "core" may be offered as four, seven, or ten non-credit courses so that participants still progress through the developmental stages of citizen leadership. The Adaptation Guide details options for delivery of the training program to the general public and target groups.

Class offering may be made on campus in a classroom setting or in the community-civic building, church, organization meeting rooms, etc. The setting will be derived from the demand for courses.

Regardless of the delivery system utilized, to receive a Citizen Leader certificate of completion participants must enroll and complete the two fifteen (15) hour core content area studies.

PROGRAM TRAINING MATERIALS

A complete set of training materials is provided as part of the Citizen Leadership Institute's "train the trainer" and "program development" program. Additional copies are available from GCCC and must be ordered in a timely manner. Materials for establishing and providing the Citizen Leadership Training Program include trainer and facilitator guides for all training modules, associated pre-work assignments, cases, examples, masters of handouts, How-to-Guide, Adaptation Guide, and Promotion Guide. Trainer and facilitator guides are designed so that modules might be taught by the experienced or novice. The Adaptation Guide offers recommendations for adjusting training methods, examples and activities, room settings, and time frames to target groups. The How-to-Guide provides information for establishing and implementing the program.

ORGANIZATIONAL STRUCTURE

The Citizen Leadership Training Program has been designed so that its implementation and management does not demand additional staff. Rather, it represents a curriculum which may be offered as new courses or infused within existing courses as part of the unit's schedule of credit and/or non-credit activities. A unit with a single full-time employee responsible for all programming is as capable of institutionalizing the Citizen Leadership Training Program as is a unit with extensive staff each of whom may specialize in programming for particular target markets. The Adaptation Guide prescribes options for institutionalizing the curriculum to meet the needs of the general public and, in particular, of youth, women and minorities, business and industry, civic and service agencies, and educators.

***CARRY THE TORCH FOR YOUR DEPARTMENT
INTO THE COMMUNITY***

By

Lyvier Conss
Executive Director, Campus Compact National Center
Mesa Community College
Mesa, AZ
and
Nancy Tyler-Higgins
Chair, Early Childhood Education
Middlesex Community College
Bedford, MA

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

Lyvier Conss, Executive Director of the Campus Compact National Center for Community Colleges. Campus Compact is a coalition of over 550 college and university presidents, who are committed to encouraging an ethic of public service and to promote service as an integral component of education. The Campus Compact Center for Community Colleges, housed at Mesa Community College in Mesa, Arizona, provides technical assistance on volunteer and service-learning programs specifically designed for community colleges nationwide.

Ms. Conss has been in the field of volunteer administration for over thirteen years. She directed an adult literacy program for six years in Imperial County, California. She serves on various educational committees in the areas of community and service-learning and international education. She is a frequent keynote speaker and workshop presenter in the areas of service-learning, community service and fund raising. Ms. Conss is a member of the National Society of Fund Raising Executives and volunteers for the Literacy Volunteers of Maricopa County. She earned her B.S. in Criminal Justice from Arizona State University, her Masters of Art in Organizational Management from University of Phoenix and attended Indiana University School of Law in Indianapolis.

Nancy Tyler Higgins, MS, MSW, Ph.D. candidate, is the Department Chairperson of Early Childhood Education at Middlesex Community College and a Clinical Social Worker in private practice working with children and families. Nancy has been in the field of early childhood education since 1975, as a child care director and prior to that an elementary school teacher. She taught and designed workshops and courses for the Office For Children, Department Of Social Services and presented at the New England Conference for the National Association for the Education of Young Children, the Massachusetts Association for Day Care Providers, the Local and New England Resource and Referral Agencies and a New England Conference On Childhood Sexual Abuse. She began her college teaching in 1989 in the undergraduate program at Springfield College, School of Human Services teaching several core courses, and designing special topics in Child Growth and Development, Alcoholism, and Codependency. In the Graduate Program she taught several core courses, counseling courses and supervised MSW students and Master's Projects. In 1991 at Middlesex Community College, Nancy was an adjunct professor and in 1992, the part time Early Childhood Program Coordinator. In 1993, she was appointed full time as the Department Chairperson of Early Childhood Education.

Nancy is married has three daughters, three sons-in-law and a grandson. All three of her children are in Human Services. Lisa a Clinical Social Worker, Tracey a Nurse Supervisor, and Carol a Teacher. Her Husband Richard is a United Methodist Minister and a Clinical Psychologist. Her grandson Joshua attends Montessori School.

Carry The Torch For Your Department Into The Community

There are several benefits in participating with your students in the Service Learning Project. Three years ago I was asked by my Division Dean, Pamela Edington, if I would participate in the Service Learning Project. It was a learning experience for my students, the community, and Middlesex Community College. Program Planning and Environments For Children is the class which I chose for the Service Learning Program.

As this was my first year as Chairperson of Early Childhood Education, I had several opportunities to meet with my peers and discuss the concerns, issues and the exceptional experiences in which our students were involved. The students provided me with information about their service learning through the journalizing process, class room reporting, and through a final paper which was integrated with the class research paper.

Many of the students chose early care and education programs in the area. In the Greater Lowell area and Middlesex County there are several private and public early care and education programs to be chosen for their service learning. Geralyn Vasile, the coordinator was and is very helpful in assisting the students to find child care centers and other placements. This helped build our resources of practicum and observation sites.

There were first year students and second year students in the Program Planning class. Some were doing their student teaching practicum and some were observing and volunteering in classrooms. The Program Planning class was a diverse classroom and proved to be an interesting and learning experience for all of us, the students, instructor, and the community. Several times during the semester I had the students share their experiences with the class. As the students would share, you could tell by the attention of the non participating service learning students that they were somewhat envious and wished they had signed up for the program. There was small group work for all the students providing discussion of the experience. This group work assisted the students to evaluate their placement and the work which they were doing with the children and the teachers in their placement.

I remember one of my students sharing her experience. I found her shared experience touching in the way that she described an elderly woman's losses. Her service learning took place in a nursing home. The student spent more time than was required. The student was learning an important lesson about losses and relationships. The woman's family had died and this student was one of her very few visitors. The student shared what she had learned about losses and how the elderly are treated, often not being valued much like young children. She felt that there was not a lot of difference between children and elderly in that respect. She was amazed about the fact that in our society the elderly are not utilized. She could not understand why society does not consider their wisdom and experience. She said that she will always develop new friends so that she will not be left alone. She discussed the losses this woman had

experienced in her life time. She was adamant that this was not going to happen to her. She knew that she would experience losses but she indicated that she would choose younger friends as she got older. Several students asked her questions about what it was like for an elderly person to spend time in a nursing home, not having friends or family. The student felt it was sad for everyone involved. The student felt that she had learned a lot from her and visits. The student decided to continue to visit the woman even after the semester ended. I would say that this student had a valuable experience.

One of my peers also decided to participate in service learning and she shared her story about four young men in her Sociology Of The Family class. They participated in a child care center and they built book shelves for the classrooms. The center needed bookshelves but they could not afford them. The students provided their labor of love to the children by building them. Their experience of giving gave them opportunities to receive as the staff, the families, and the children showed their appreciation.

Other students worked with small groups of children for the first time in their lives and decided that becoming a teacher was exactly what they wanted. Several students felt that their experiences helped them pull together experience and theory.

Because of this Service Learning Program students begin observing in the Early Childhood Growth and Development course. This was new and valuable and an important part of the early childhood education program. It gave the students more opportunities to be with children and observe teachers model professionalism.

Currently during each semester at Middlesex Community College students participate in the Service Learning Program. The Service Learning participants have an opportunity to observe several different early care and education programs and to discuss these programs with other students. They learn early in their experience how early education teachers teach and how they work with staff and parents. This experience also benefits the shy student to make the transition into a classroom situation. I feel that the students who participate in service learning are more self confident and know what age group with which they want to work in doing their practicum.

The journal assignments are important as they reflect the feelings, experiences and learning of the students. The journals are shared with the instructor and with other students, if the students desire to do so. The students share four phases of reflection. The four phases of reflection are taken from the Service Learning handbook. They are:

- Phase I. **Concrete experience.** A description of specific behaviors which occurred during an incident or facts related to a particular situation.

- Phase II. **Reflective Observation.** Personal reflection about the events; the student's thoughts, feelings and perceptions; and how this event affected individuals.
- Phase III. **Abstract Conceptualization.** Relationship between the experience and knowledge learned in class. There is a focus upon what theories assisted the student in understanding the event observed.
- Phase IV. **Active Experimentation.** Allows the student to look at how this learning relates to other situations the student may encounter in the future. It allows the student to explore what he/she would do next time and what advice would the student would give others.

The students agreed that their journal reflection of their experience could be shared in this presentation providing some samples to examine. The students are proud of the work they are doing and feel and know that they truly make a difference in providing service in the community. They have the opportunity to understand while observing what works and what does not work within the early stages of their education. They are less intimidated in the process of looking for a practicum. It has often been the program's experience that many students decide to do their practicum at the site where they do their Service learning. This experience with professionals becomes a nice match for the students and the sites. The program works hard to make sure that every one knows each other and expectations are worked out in advance. The sites know our students are serious and trained. The sites look forward to having the students fifteen hours per week instead of three.

The syllabus reflects the importance of the Service Learning Program. In the first class, Service Learning is discussed as an option with an "awesome" experience. The Service Learning Coordinator spends time with the students and faculty going over the many options, rules and responsibilities. At this meeting there is a form which is given to both the student and site supervisor. They are asked to fill out the form at that time. There are four questions to answer.

The site supervisor answers the first three questions based upon the following:

- Describe your expectations of the student,
- Identify skills the student will use, and
- Identify skills to be learned doing service work.

The student writes what they want to learn. This helps the student to keep their focus. Early in the semester, the Service Learning Coordinator has an orientation meeting with site supervisors so they both have time for a one on one session to get to know each other.

The Service Learning Coordinator does a semester check in with sites, students, and instructors. At the end of the semester the students evaluate the program and receive acknowledgment for their commitment to service learning and to their community. This program gives the students the insight that it is serious and significant for all participants. Gerilyn Vasile designed a Service Learning Handbook which all faculty receive to assist them with the rules, responsibilities, and important guidelines for the journalizing process. The early childhood faculty add questions which are appropriate to the particular course to these guidelines.

Several students each semester are very interested in participating in the program. The students who choose service learning are excused from two assignments, (i.e. quiz or written assignment or observation). Their research paper is designed around their service learning placement. For example, if I have the students do a research paper, I ask them to draw the environment of their site as part of their paper and describe how it is developmentally appropriate. I also have them discuss whether they would leave it as is or design it differently. They need to give supporting information from texts and from class. They may also interview the site teacher for his or her opinions. There are several other parts of the research paper which are designed to work with the Service Learning. There is some deviation from the research paper of non Service Learning participants. For the Service Learning participants I prepare questions for their journal experience and these questions are based on age group, size of site, whether it is a public or private school, as well as their own reflections. The end results are the same. My intent is to have the students design a curriculum which is an age appropriate, diverse, anti bias environment; create a five day schedule; and present an example to the class.

There are frustrations involved and extra work with the integration of service-learning into the curriculum. Sometimes there is not enough time to cover everything in the class, so I need to prioritize what I want the students to learn and this takes time. Last semester I changed my course goals to reflect a multicultural piece and the effects of feminism and children in child care. Usually the students receive this information in the other education courses, however, I found it is important to give them some information around those issues so they have a basic understanding as they observe and volunteer. This was a good example of learning from the students what is not going on or not going on in classrooms for diversity. I gave an assignment of a multicultural check list and students came back with the assignment saying many classrooms did not have an anti bias/diverse curriculum. My syllabus reflects this goal and I needed to rewrite and redesign the child growth and development course to reflect that learning. This means that the other education courses need to be examined for overlap and for additional information. Of course this means time, energy, meetings, negotiating, planning, and presenting to the core curriculum committee.

The Service Learning component is certainly well worth the extra effort on behalf of the instructors. I have two early childhood instructors who are participating this semester. They also feel that this experience is an excellent

opportunity for our students to network, to experience, and to observe professionals actively involved with children. The "hands on" experience is sometimes worth more than a lecture because it allows the students to actively participate, utilizing knowledge, experience, and share the experience together. This type of learning stays with the student. The student can visualize both experience and intellectual content and hopefully see the importance of each.

Campus Compact National Center for Community Colleges
1833 W. Southern Avenue
Mesa, Arizona 85202
(602) 461-7392

Campus Compact is a membership organization which supports a burgeoning level of community service activity among students, faculty and administration on over 500 college and university campuses across the country. Campus Compact awarded Maricopa County Community College District a sub-grant from ACTION, the federal volunteer agency, to establish a national technical assistance center. Thus, in November of 1990, the **Campus Compact National Center for Community Colleges (CCNCCC)** opened its doors at Mesa Community College.

The Campus Compact National Center for Community Colleges has a dual mission:

First, it serves as a national advocate for community colleges in service learning to sustain service learning as a national movement. Second, it serves member organizations and others in the promotion and implementation of community service as a means to improve teaching and learning to the ultimate benefit of students and the communities in which they live.

In addition to the benefits a member institution receives from the main Campus Compact office and the state offices, the CCNCCC will provide technical assistance designed specifically for community colleges in the following areas:

- Service-learning: the integration of service into the curriculum
- Strategies and program development to facilitate involvement in community service across the campus
- Recruitment and placement of participants in the community
- Consortia building with K-Ph.D. and community members
- Grant writing

Also the Campus Compact National Center for Community Colleges:

- Houses a national clearinghouse which collects and disseminates information on model programs from across the country
- Publishes a newsletter
- Conducts presentations at higher education conventions, as well as on-site technical assistance workshops
- Provides information on funding sources for service-related programs
- Serves as a funding agency for service-learning and community service programs to member institutions
- Builds relationships with policy makers and serves as an advocate for community colleges by analyzing relevant legislation and coordinating responses
- Pursues research agendas necessary to support the efforts of service-learning programs

THE CHAIR/DEAN AS ENTREPRENEURIAL LEADER:

***HOW TO INCREASE SUPPORT AND FUNDING
FOR YOUR DEPARTMENT OR AREA***

By

Terry Barnes
Vice President, Instruction
Westark Community College
Fort Smith, AR

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

BIOGRAPHICAL SKETCH

Terry L. Barnes has been an educator for 25 years, of which 16 dedicated to community colleges. Presently, Barnes is the vice president for instruction at Westark Community College in Fort Smith, Arkansas. Westark is the largest community college in Arkansas serving over 5,500 credit, 7,000 continuing education (non-credit) and 7,000 trainees in the Business and Industrial Institute. The college is organized into eight credit divisions, including 120 full-time and 125 part-time instructors. The college budget is in excess of \$20 million.

Dr. Barnes received his Ph.D. in community college administration and vocational education from Southern Illinois University, Carbondale, in 1979. He earned a M.B.A. (1972) and B.S. degree in Marketing (1970) from Northwest Missouri State University, Maryville.

Dr. Barnes has served as the chief academic officer at Westark Community College since 1992; five years at Northeastern Junior College, Starling, Colorado; and four years at Iowa Central Community College, Fort Dodge, Iowa. Barnes was the first director of admissions and records at Metropolitan Community College, Omaha, Nebraska, from 1974-1977. Prior to arriving on the Westark Community College campus, Dr. Barnes was the associate vice president for academic affairs at Northwest Missouri State University.

Barnes regularly consults with Arkansas community colleges and the Arkansas Board of Higher Education. He teaches graduate and undergraduate courses whenever possible.

The Chair/Dean as Entrepreneurial Leader: How to Increase Support and Funding for Your Department/Area

INTRODUCTION

Here is the question. "What is the future of your community college and your department in particular?" Community colleges must change quickly and dramatically, to not only educating more people, but more economically, and more effectively. Department chairs are in a pivotal position to influence change and guide faculty to new levels of support and funding.

Higher education and indeed community colleges are facing an era of change, both internally and externally. Politicians, the public, state coordinating agencies, and students are demanding more of higher education than ever before. They want measurable evidence of productivity and improvements in quality. The belief is that our instructional programs should be accountable through efficient and timely instruction and for producing a high quality, competitive workforce.

The tuition costs of higher education have increased more rapidly than other sectors, and in some cases out-pacing the rising costs of health care. At the same time, sources of funding are shrinking. The traditional state appropriations formula where dollars follow students/semester credit hours, is often no longer the case. Alternative sources of revenue are being sought and the internal redistribution of funds among programs is prominent when there are no new additional dollars available.

Your faculty know, and are probably requesting of you, to find funds for your department to support rapid changes in technology, computers, software, networking, and restructuring educational delivery systems. At the same time your community college is facing the resource realities—finances, facilities, equipment, campus maintenance, technology investments, and personnel—required to maintain the status quo, in addition to moving your institution somewhat forward.

Your institution, and your department, are being asked to provide higher quality services with flat or even slightly reduced budgets. This leads to serious administrative concerns, and seeks answers to the following types of questions: How can I be effective as a chair, when I can't get the resources my department wants? How can I convince my upper level administrators what I need, and get it? How can I possibly do more with less? How can I keep my faculty satisfied, or convinced otherwise? How can we improve the quality of services within my department?

The term leadership means making it possible for others above you and the faculty below you to follow you. Leadership is thinking strategically and focusing on the right direction, removing obstacles, developing ownership, and taking self-directed actions to move your department ahead. Entrepreneurial skill means taking risks, listening to input, making decisions, and living with the consequences. An entrepreneur is one who's job is to find the future. To do that, the chair must have courage, competitive spirit, intuition, and the ability to make good decisions with incomplete information. Good leadership means taking your faculty from success to success—not from crisis to crisis. Good leadership is correctly seeing the future, and arriving at the right time. Entrepreneurship is getting to the future before your faculty want to. Entrepreneurship is picking out several paths to get to the future, and allowing the faculty to find the best one that fits their style.

TRAITS FROM THE TRENCHES

Over the years, this community college administrator has noted several traits that make outstanding department chairs. Some are rather "textbook-ish," but nevertheless true; some are based on experience and intuition. Lacking some of these traits, or behaving less usually yields a mediocre department manager, rather than a super entrepreneurial leader. Here they are:

- . An unusual ability to gain confidence and trust from the faculty and the upper administrators alike.
- . An understanding of a participative leadership style that stresses shared governance, full disclosure, and bottom up/inside out communication and decision-making.
- . A personal habit of constantly reading, and communicating the literature of education, teaching, learning, and assessment.
- . An ability to coach, teach, and mentor with clarity and conciseness. Questions are probed, not for the purpose of humiliation, but to exercise the brain muscle.
- . Day-to-day decision-making is skillful and well-thought-out.
- . Available to faculty and students that is commensurate with listening, openness, honesty, and forthrightness in solving concerns.
- . An understanding of and respect for the cultures and traditions of the organization.

- . An ability to think through, anticipate, and execute routine operational matters.
- . An adherence to existing policies, procedures, and practices.
- . "Rugged individualism" and commitment toward the higher education profession/industry—a real business sense.
- . An ability to effectively articulate the literature, and professional matters to faculty and administrators.
- . A clear community college philosophical grounding.
- . A strong tireless work ethic, where the energy and time expended are interpreted as: "He/she leads by example."
- . An ability to bring problems to a head with the best alternative solution recommended among many.
- . An ability to recognize and discern an "educational fad" when it is seen.
- . An ability to quantify recommendations with cost/revenue analysis, cost/benefit analysis, cost/effectiveness analysis.
- . An ability to keep the chief academic officer informed about the "good" and tips off where the "alligators" are lurching.
- . Is big enough to ask for help. You can be a better subordinate if you are not too proud, or too afraid to let your boss know that you are having trouble.
- . A prudence to not edit, sanitize, or give "safe", "acceptable," or "what the president's cabinet wants to hear;" always speak the truth of convictions.
- . Is loyal to the president's cabinet first and the faculty last.
- . Aggressively sets department goals that are realistic, achievable, and congruent with the chief academic officer's; works hard to achieve the goals on time in high quality manner.

This list is by no means exhaustive or a revelation. However, chairpersons are go-betweens and representative of both the administration and their departments. Sometimes the two may be in conflict, which is why the position is so difficult. The paradox is that the effective leader/entrepreneur must always

speaking the best of the administration and put its decisions in the best possible light and always vigorously defend the department and the faculty before the administration. A good rule of thumb is to remember that there will always be plenty of supporters for the administration, but the department chair is the single spokesperson for the department and its interests.

CASE STUDY

Let us assume that you have just been named as a new chair of your department. It is not unlike most, but has a certain uniqueness. The faculty are in their late 40's to early 50's, with one or two in their late 20's. The department faculty is composed of say 20 full-time faculty, 60 percent are tenured, 7 have doctorates, and 23 or so are part-time. You could easily convert the part-time positions into at least 6 full-time faculty persons, but have been told that there is not the money. The faculty mainly are still committed to good teaching, but somewhat complacent. Faculty development funds have been meager, but two or three faculty really want to start experimenting with media-based instruction:

Your faculty have a good reputation on campus, with the exception of one male teacher who you suspect is sexually harassing female students. Nevertheless, the faculty are clear about their roles and expectations and you can depend on them to do a good job. While instruction is adequate, few if any attempts have been made to energize the faculty toward initiating new methodologies, teaching strategies, or assessment techniques for improving instruction. The faculty is generally comfortable; they maintain office hours, and do a pretty good job with student academic advisement. They complain mildly about their teaching schedule, but are pretty clear about their roles and expectations. Student evaluations of instruction among each faculty member usually meet or exceed expectations. Two or three of the tenured faculty members have persistent problems with teaching each semester, but not bad enough to dismiss them, but nagging students as your customers of learning.

The laboratories are equipped by early 1970's standards. The faculty complain that certain pieces are aging and need up-grading. What computers you have in your department are mostly 386's with a few 486's. Faculty do not have computers on their personal desks. The curriculum is somewhat stale, but continues to transfer okay. The department has not had an articulation meeting with the major transfer university department in years. Your transfer course enrollments are sufficient, but your AAS occupational enrollment numbers are slipping. In fact, the number of graduates from the AAS degree programs assigned to your area have fallen below a critical level as mandated by your state's accountability standards.

THE STRATEGIC SOLUTION

For many of you, you have been in your job about eight months, and probably wonder how you have survived. Mainly you have been trying to fit (or discover) your management style into the organization above you, and at the same time getting the most done with who you are you want. Your goal has been to articulate a vision or goal for the future, and have the tenacity to make that vision a reality.

Using the case study example above, there are some major challenges facing you—

- . How do you keep the good people motivated, and recharge them to become even better?
- . How do you overcome resistance to change?
- . How do you articulate a vision?
- . How do you generate commitment from your faculty and above you?
- . How do you implement your vision?
- . How do you get the results your chief academic officer wants from you and your department?
- . How do you get the support and financial resources NOW or in the future to accomplish your vision?

The department and the college really needs you now, despite the stress of the change. You will find that times of transition, change, and newness are on your side. When you come in, quickly assess the situation, build consensus, visualize a plan, communicate the plan, ask for financial support from above. Results often happen because of your newness or previous inactivity. Administrators frequently give away power and become more tentative during times of significant organizational change. When you are entrepreneurial, you are NOT more cautious, more careful, or more uncertain regarding the extent of authority and decision-making latitude. The entrepreneurial leader does NOT sit around waiting for permission to move out. Instead, you should assume a proactive stance. Empower yourself, and more importantly, involve your faculty.

In times like these, you need to push the faculty (and yourself) to demonstrate more initiative, risk-taking, and resourcefulness. It is generally more acceptable to commit sins of omission, rather than sins of commission. You do not want to

be caught doing nothing, rather than risk doing wrong. Think of your department as a "for-profit" business.

It is generally accepted that you should not try to cover all the bases yourself. There are two particularly good reasons why you should concentrate on effective delegation as department chair. First, it can keep you from spreading yourself too thin, and becoming too scattered. Second, good delegation gives your faculty a sense of involvement. Good delegation lets your faculty feel a little more in control of circumstances and events. It adds to their sense of participation, giving them the feeling that they have more choices and more influence. As a result, they are likely to feel better about final decisions that are made, and show more commitment in carrying them out, or understand if the support or funding was not approved.

It is so very important to be supportive of the president's administrative team. Just as you particularly need the support of your faculty these days, so do your superiors need your backing. It is highly recommended that you be forgiving of errors by the chief academic officer or other vice presidents, or what looks like faulty/inept management. What you might consider a mistake may be precisely the right move, or at least the best move under the circumstances and situation. Keep in mind that higher leaders can see things from a different perspective, and they usually have access to important information that you do not have. Common sense suggests that this is not an argument for blind loyalty on your part, but rather for a willingness to give your superiors the benefit of the doubt—with or without receiving financial support from your request.

Sources:

Crane, Darrell (1995). The Transfusion of a Complacent Department. The Department Chair Newsletter, Volume 6, Number 2

Creswell, John, et al (1990). The Academic Chairperson's Handbook. Lincoln, Nebraska: University of Nebraska Press.

Kelley, Donald (1995). How to Survive Being Chairperson and Live to a Ripe Old Age (Maybe) While Maintaining Faculty Moral in Your Department. The Department Chair Newsletter, Volume 6, Number 2.

Pritchett, Price and Ron Pound. (1994). Business as Unusual. Dallas, Texas: Pritchett and Associates, Inc.

***CHAIRS' AND DEANS' COMMITMENT TO
CONTINUOUS IMPROVEMENT:
MEASURING DEPARTMENTAL EFFECTIVENESS
THROUGH PROGRAM REVIEW***

By

Gail Mee
Associate Dean, Math/Science/Physical Education
Mesa Community College
Mesa, AZ

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

Biographical Sketch

Gail Mee is the Associate Dean of Instruction for Mathematics and Science at Mesa Community College in Mesa, Arizona, the largest college in the Maricopa Community College District. Prior to assuming her current position in 1992, Gail was the Director of Institutional Research and Planning at Orange County Community College in Middletown, New York, where she also served as a faculty member and chair of the Department of Mathematics.

Gail earned her bachelor's degree in mathematics from Ladycliff College and master's degree, also in mathematics, from the State University of New York at New Paltz. She recently completed her doctoral work in College Teaching and Academic Leadership at Columbia University.

Chairs' and Deans' Commitment to Continuous Improvement: Measuring Departmental Effectiveness Through Program Review

Case #1. The Technology Department of an urban community college in the Northeast is in trouble. Despite an apparent growth in the availability of technology-related jobs in the college's geographic area, enrollment in the technology program has declined precipitously in recent years. In contrast, overall enrollment at the college has been increasing. Growth in the number of part-time students, especially women and minorities, has been particularly strong.

In the past, the Technology Department has enjoyed a solid reputation, but now the future of the program is in doubt. Faculty in the department believe that their program continues to be current and appropriate for the needs of their students and local industry, but the administration has begun to question its viability. The department chair has been asked to devise a plan that will turn the department around.

Case #2. The chair of the Biology Department at a large community college has requested a significant amount of new laboratory equipment again this year. For the past two years, she has submitted similar requests but the department has been granted only minimal allocations. The equipment currently being used is outdated and in constant need of repair.

Enrollment in biology courses has grown significantly in recent years. Anecdotal information suggests that there is a growing interest in life science as a major among many students at the college. However, most people on campus, including members of the administration, believe that the department serves primarily as a resource for nursing and allied health programs. With changes happening rapidly in these fields, the administration has been reluctant to invest large amounts of money to support the biology program. Department faculty are becoming increasingly disenchanted with the chair because of her inability to garner support for their program.

These two cases are examples of fairly common tales told by faculty and chairs in departments across all disciplines. They illustrate the importance of program review. While the purpose of the review may be different in each of these cases, the outcome will be critical to the future of both programs. In the case of the technology program, a good review will provide the chair and program faculty with valuable information about the need for their program and about modifications that can improve its viability. In the case of the Biology Department, a good review can influence decisions regarding resource allocations for their program. In both cases, a well-designed review will determine program effectiveness and lead to improvement of program quality.

Why Program Review?

Every successful organization must continually determine if it is accomplishing its goals and it must continually improve upon its efforts to do so. This is the fundamental logic that underlies program review. According to Craven (1980, p. 434), "academic program review refers to the process of defining, collecting, and analyzing information about a program or noninstructional unit to arrive at a judgment about the continuation, modification, enhancement, or termination of the program or unit." Program review serves as a guide to the future of a program; it is a necessary component of any continuous improvement process.

In recent years, the role of program review has become increasingly important in American higher education. External constituencies are demanding accountability and difficult decisions must be made regarding the allocation of scarce resources. Heightened emphasis on assessment has focused attention on the need for the evaluation of programs. According to Conrad and Wilson (1985), the following factors have contributed to the expansion of program review in recent years:

- widespread interest in maintaining and improving the quality of higher learning, both from within and without the academy, in a period of diminishing resources available to higher education;
- new academic management techniques, such as strategic approaches to academic program planning and budgeting (Barak 1981, p. 214);
- severe financial strains on higher education caused by declining enrollments, inflation and recession, increased costs, and overall shrinking financial support (Dougherty 1981);
- external demands for institutional and programmatic accountability from taxpayers, legislators, student consumers, and other constituencies;
- demands from governing boards and campus administrators for more effective and efficient use of limited resources. (pp. 4-5)

The essential purpose of program review is to assess the quality of our programs in order to improve them. Faculty have always recognized the need for reasoned change to maintain or improve the quality of academic offerings; program review provides a structured approach to achieve that end. There are other reasons for program review. Conrad and Wilson (1985, p. 11) cite the following additional purposes: to meet state-level mandates for reviews; to demonstrate institutional responsiveness to constituencies, such as sponsoring denominations or community groups; to provide a foundation for allocating and reallocating resources; to provide information to decision makers considering

program discontinuance; and, in the case of two-year institutions, to respond to federal requirements for the evaluation of occupational programs.

A Model for Program Review

Just as there are many purposes for program review, there are also many models that can be successfully employed. Since all instructional programs are different and exist in decidedly different college environments, there is no one model that can be adopted for the review of all programs. There are, however, common elements in all successful program reviews. Larson (1985, p. 106) found that successful models: (1) assess the quality of program results; (2) compare program objectives with program results; (3) provide information for revision of program goals and/or content, planning and budgeting, and the reallocation of resources to oversubscribed programs; and (4) are formally approved by the faculty.

The following proposal for a program review model incorporates the elements of successful reviews. It is intended to be an outline that can be adapted to the needs of unique programs and college environments and to satisfy different purposes. The model is divided into four steps:

1. Clarify program goals and objectives. This step establishes a clear statement of the purposes of the program. Program goals are identified and then stated in terms of measurable objectives. For example, if a program goal is to develop basic skills, the specific skills and measurable levels of achievement must be identified.

2. Describe the program. This component typically includes a description of program inputs: requirements, faculty credentials, and department resources. A description of program offerings, however, is not a substitute for answers to questions about program impact. Therefore, the focus of this step should be placed on descriptions related to program goals and objectives, i.e. specific course requirements related to intended program outcomes.

3. Assess program outcomes. This is the heart of program review. The purpose of this step is to collect and analyze useful information about the outcomes of the program. If program objectives have been carefully stated, outcome measures should lead to a determination of how well those objectives are being met. Emphasis should be placed on quantitative and qualitative data that are vital to assessing program results.

4. State plans for the program. The paramount reason for program review is to determine the future of the program. A worthwhile and valid review will result in recommendations and plans for the program.

Implications for Chairs and Deans

Despite research that supports the legitimacy of program review, it is often viewed with suspicion (Gentemann, Fletcher, and Potter, 1994, p. 32). Faculty often view it as a bureaucratic process with little or no significance to them. At best, it is seen as a possible opportunity to acquire additional resources; at worst, it is seen as a threat to discontinue a program.

In fact, program review, when done well, can provide the means to dramatically improve our programs and their impact on our students. To do this, it is critical that chairs and deans play a leadership role in the review of their own programs. They must include faculty, students, and others associated with the program in the process.

Program review focuses on just two fundamental questions: 1) What does the program intend to accomplish, and 2) what is it actually accomplishing? The reason for answering these questions is to determine the effectiveness of the program, and to identify areas of the program where improvement is possible. Who should answer these questions about a program other than those responsible for it?

References

- Conrad, Clifton F. and Wilson, Richard F. Academic Program Reviews: Institutional Approaches, Expectations, and Controversies. ASHE-ERIC Higher Education Report No. 5. Washington, D.C.: Association for the Study of Higher Education, 1985.
- Craven, Eugene. "Evaluating Program Performance." In Jedamus, Paul, Peterson, Marvin, and Associates, eds. Improving Academic Management. San Francisco: Jossey-Bass, 1980.
- Gentemann, Karen M., Fletcher, James J., and Potter, David L. "Refocusing the Academic Program on Student Learning: The Role of Assessment." New Directions for Institutional Research. No. 84, Winter 1994, pp. 31 - 46.
- Larson, D. "Administering Program Review: An Inquiry into Academic Practice in California Community Colleges." Ph.D. dissertation, Claremont Graduate School, 1985.

CHALLENGES AND OPPORTUNITIES IN CHAIRING MULTI-DISCIPLINARY DEPARTMENTS

By

MaryAnn Kerwin-Vaca
Associate Dean, Allied Health
Elgin Community College
Elgin, IL

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

55

102

BIOGRAPHICAL SKETCH

Maryann Kerwin Vaca is the Associate Dean of Allied Health and Department Chair for Nursing at Elgin Community College, Elgin, Illinois. She has direct responsibility for the Department of Nursing that offers a career ladder Licensed Practical Nursing and Associate of Applied Science Professional Nursing program, as well as, continuing education courses for licensed nursing personnel. In addition to directly chairing the 200+ student body nursing programs she administratively oversees the basic nursing assistant, clinical laboratory technician, dental assisting, emergency medical technician-paramedic, physical therapist assistant, phlebotomy and surgical technology programs.

Mrs. Vaca holds a diploma in nursing from St. Joseph Hospital School of Nursing, Pittsburgh, Pennsylvania, a BSN and MEd. from Duquesne University, Pittsburgh, Pennsylvania and an MA in Nursing from New York University, New York, New York.

Mrs. Vaca was the 1995 recipient of the Gilbert I. Renner, Excellence in Administration Award at Elgin Community College.

Challenges and Opportunities in Chairing Multi-disciplinary Departments

A department is defined as a specialized sector of an organization. A multi-disciplinary department is one in which several distinct and different disciplines are contained. The department chair is the person responsible to administer, coordinate and direct all activities within a given department. This responsibility becomes remarkably more difficult when one is assigned to chair a multi-disciplinary department.

First and foremost, a department chair must be a leader and role model. The chair must inspire the department members to a shared vision and a sense of purpose. This feeling of departmental empowerment can best be accomplished by instilling in the department members a shared sense of peer respect and by demonstrating the positive results that will be obtained by channeling that respect into teamwork. The chair must always look to keep that teamwork strong by interweaving the needs of students, faculty and administration into a framework of unity. This framework accentuates the particular strengths and positive attributes of each group while at the same time allowing each group to retain its distinct identity and role. Academic department chairs, in their complex roles, must always be considering what best serves the needs, first of students but also the needs of the faculty and the administration.

In carrying out this complex role, it is necessary for the chair to carry on a delicate juggling act. Some of the complex roles and responsibilities assumed by department chairs are: maintenance of relationships with administrative authorities and other academic support units within the college necessary to effectively operate the department; providing leadership in the continuous expansion and development of current and new programs and/or courses within the department; preparation, administration and monitoring the department budget; selection, hiring and evaluation of department faculty and support staff; maintenance of relationships with local, state, regional and national approval and accrediting bodies pertinent to the area; generation of program schedules, room assignments, full and part-time faculty assignments and contracts; counseling individual faculty, support staff and prospective, as well as currently enrolled students; marketing and promotion of all department activities and offerings; keeping abreast of current trends pertinent to areas; and participation in outside activities and organizations relative to respective disciplines.

Paramount to the department chair in carrying out the aforementioned roles and responsibilities is the need to assure that department activities and actions are in accord with the college's mission statement, values and goals.

Alan Tucker, in Chairing the Academic Department: Leadership Among Peers, states "It is the chairperson who must supervise the translation of institutional goals and policies into academic practice." In applying Alan Tucker's statement to everyday experience, it quickly becomes evident that the department chair is more than simply the "head" of the department. The chair is a visionary, a spokesperson, a teacher, a direction-setter and a change agent. In order to be able to accomplish the expectations of a department chair you definitely must gain the trust and loyalty of both administration and faculty. Loyalty in the "translation" often leads to the classic "between a rock and a hard place" scenario: As a department chair, you are considered a member of the administration, but at the same time you are also viewed as a member of the faculty. To win, you must ask for a quid pro quo—show loyalty to and demonstrate trust for each side, and expect the same in return. If both the administration and faculty feel that they are being dealt with on an equal playing field, this return will be accomplished quite easily.

It is quite clear that chairing a department presents its fair share of challenges, and these may seem magnified when one looks to chairing a multi-disciplinary department, but this is not necessarily true—the basic roles and responsibilities are essentially the same. What changes is the breadth, depth, type and scope of responsibility.

You will definitely encounter new and greater challenges as you take on the additional responsibilities of chairing a multi-disciplinary department. As chair of a single-discipline department, more likely than not your responsibilities covered the area in which you received your education, making you an expert of sorts in running that department. Being prepared and understanding every detail of the operation made you secure and allowed you to be comfortable in your leadership style. In a multi-disciplinary environment, however, you are not the expert—you don't know every detail of the operation—and your feelings of security may quickly dissipate, to be replaced by feelings of intimidation.

Managing a single-discipline allowed you to devote your undivided attention to that discipline alone. You had the trust and loyalty of that department's members, and you could easily focus on the needs of the students and faculty. Being at the head of a multi-disciplinary department, however, requires a keen sense of time management in order to balance the needs of each discipline in a fair manner. Your loyalties may become torn between your former department and the new areas added to your responsibilities, and members of your former department may develop a sense of abandonment. You must deliver to these individuals a message of positiveness—remind them of their exemplary work ethic and willingness to accept challenges—and encourage them to become independent from you

while maintaining the sense of peer respect and teamwork that you helped to instill in them. Don't leave them completely, but slowly wean them from any unnecessary dependence that they might feel for you. A key for managing your former department and your new areas is keeping each group "in the loop." Find ways to personally keep in touch with each area: eat lunch on a rotating basis with each area, make walking rounds, talk to students, take in a class, or just sit down for an informal occasional chat. Your presence will instill a feeling of security among the members of each discipline as they develop the sense that you are taking the time to understand their needs and listen to their input. As the old adage goes, it is not the quantity of time that is important but the quality. Always remain visible, but set aside real time to reach substantive matters within your department.

Your lack of training or knowledge in a certain discipline may not fare well with some members of that discipline, and these individuals may put you to the test at times. You must quickly discern ways to win them over. First and foremost, show an interest in understanding the intricacies of their discipline—acknowledge each member's expertise in that discipline, spend time with them, get to know each member as an individual. Empower them by letting them teach you about the mission and goals of their area, their needs and expectations. Don't be afraid to say "I don't know." Once they develop the sense that you are a good listener and learner, they will not be hesitant to offer you advice, or to trust your judgment in making a decision for their discipline. To quickly take charge, ask new associates to review their job descriptions within the first few weeks. Make mutual changes and suggest priority shifts. This practice will assist you in knowing what your new associates should be doing as well as lets them know that you are interested in their input and contributions from the very beginning. You don't need to become an expert in each discipline—you have faculty skilled in the area, utilize them well. In summary, open channels of communication, your willingness to learn and your efforts to work with and through the department staff will quickly earn their trust and loyalty.

The administrative responsibilities of a multi-disciplinary department also will present the new chair with challenges. New areas may require a working knowledge of terminology and technology foreign to you, but needed to represent those areas to upper administration and to outside groups. Some areas may have specialized approval/accrediting bodies with standards and criteria with which you must become knowledgeable. As discussed previously, go directly to that area and get the necessary information from its members. If you have won the loyalty and trust of that area through your pro-active methods of communication, you should have no problem in soliciting their support "to learn the tools of their trade."

After you have worked to bring each discipline into your fold separately, the next step is to get the disciplines to work together in a "big picture" framework. Try to schedule meetings where representatives of several disciplines are present. Some of the issues that arise may turn out to be applicable to some or all of the other disciplines. Each discipline will begin to see the many commonalities that exist between them, and each will bring a differing process of approaching each commonality. A mutual respect will soon develop as these groups get to know each other through working together. The sense of teamwork discussed earlier will begin to emerge on a much larger scale as these groups intermingle, reducing conflicts and feelings of competitiveness, and thus allowing you to free more time to devote to your responsibilities.

It is quite obvious that the level of challenge increases as one assumes greater responsibilities, especially when entering an area that is outside of one's given expertise and discipline. I am, however, a firm believer that with every challenge comes an opportunity. As you explore these challenges and devise methods to overcome them, you will soon realize that your accomplishments have enhanced your self-image along the way. You will develop networks not only in your own institution, but also in other local and national institutions and organizations. You will gain an opportunity to interact with new and diverse publics, and you will never have the opportunity to become stagnant or bored—there is always something to learn!

In summation, chairing a multi-disciplinary department gives you the opportunity to work with a broad variety of specialties, allowing you to administer, teach and learn at the same time. The individuals under you will become more systems-oriented and learn to view the "big picture". The opportunity may also serve to inject you with a fresh sense of enthusiasm as you watch the entire plan come together, knowing that your guiding hand has had at least a part in the synergy taking place. This might not have been possible in a single-discipline department, as all of the individuals under your guidance were already looked upon as experts in their field, and needed you for little more than administrative duties.

You now have the opportunity to pick up the gauntlet and accept the challenge laid before you. Chairing a multi-disciplinary department will allow you to grow as a person and a professional, and will greatly enhance your overall perspective of your institution. You will soon find yourself evolving into a risk-taker and change agent, always on the alert for new opportunities and challenges. When these present themselves to you, seize the opportunity and take the challenge in stride. You will find yourself more than prepared for the task at hand.

***CHAMELEONS IN THE CLASSROOM:
MEETING STUDENTS' NEEDS THROUGH ACADEMIC
AND CONTINUING EDUCATION PARTNERSHIPS***

By

Pamala Dolezal
Interim Dean, Continuing Education
and
Megan Franks
Head, Health/PE

North Harris College
Houston, TX

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

61

Biography

Ms. Franks is Professor of Health, Physical Education/Kinesiology at North Harris College in Houston, Texas where she has been a faculty member since 1981. She teaches a variety of fitness and skill activities, in addition to a preparation course for Physical Education majors. Ms. Franks has served at North Harris College as the Intramural Director for five years, Director of the College Wellness Program for four years and as the Division Head for the past five years. This last year she returned to teaching full-time.

Ms. Franks is dedicated to excellence in instruction and worked on curriculum to make the North Harris College physical education program vital to the well-being of all College students. She is certified by the Aerobics Institute in Dallas as an Advance Fitness Specialist. She is a 1995 graduate of the Institute for Academic Leadership Development. Ms. Franks also contributes to educational issues in the community as her branch President of the American Association of University Women. She has chaired a committee that hosted a career fair for 350 middle school girls.

Pamala C. Dolezal is Interim Dean of Community Education at North Harris College overseeing a department which serves over 18,000 students annually. Prior to that she served as Senior Program Director for professional continuing education, languages, environmental technology, and other programs. She began in Community Education as an instructor in the English as a Second Language program where she developed the ESL Learning Center.

Ms. Dolezal serves on the Educational Programs Council and the CEU Task Force. She graduated from the NCCCA Institute for Academic Leadership Development in 1995. She is a member of Texas Administrators of Continuing Education, Texas Association of College Technical Educators, and Texas Association for Community Service and Continuing Education.

CHAMELEONS IN THE CLASSROOM: MEETING STUDENTS' NEEDS THROUGH ACADEMIC AND CONTINUING EDUCATION PARTNERSHIPS

INTRODUCTION

Concurrent enrollment has proven to be a winning situation for all involved: credit, continuing education (CE), and students. Simply stated, a concurrent enrollment class is one in which academic and CE students enroll for courses that are held simultaneously utilizing the same classroom and instructor with requirements and learning outcomes that are also the same. On the surface, a concurrent class would be no different than any other class. Only the infrastructure differs. Advanced planning for these classes along with a little experience provides an effective avenue for learning.

North Harris College began its concurrent enrollment courses by tapping only a few select classes. Some of the first classes to be offered were choir, band, and physical education. These offerings are popular in the community and in essence served as a draw to bring community members to the campus. Since a good band and choir rely largely on numbers, this also provided additional participants to strengthen the programs. The other area with early buy-in to concurrent enrollment was business. Introduction to Management and Human Resources Management were listed as continuing education classes with the same hours and dates as their academic counterparts. In addition, some one-night only CE classes were offered to coincide with specific lectures on the academic side. In this instance, the professor planned a particular lecture on a date such that a CE class on that topic was listed on the same date in the printed schedule. By the following semester, CE program directors were a little bolder in approaching the credit side of the house to offer concurrent enrollment, and every semester since, these courses have continued to increase in number of sections and in departmental expansion.

NOTE: As with any particular area, this methodology encompasses its own lingo. For the purpose of this presentation, the following terminology will be used. The term commonly used to describe this type of instruction is concurrent class or concurrent enrollment as defined in the opening paragraph. Another way of describing this program would be linked classes since indeed a community education class is "linked" to a credit class. Credit is used to define academic or technical classes or programs that are offered for college credit hours. Community education (CE) refers to the department which offers classes for non-college credit. These classes may be either vocational for continuing education units or leisure. One continuing education unit (CEU) is awarded for each ten contact hours of participation in an approved course. As more educational opportunities for workforce development are available and more

business/industry requirements for mandatory continuing education are requisite, CEUs will become more prevalent.

HISTORY

In 1990, North Harris College experienced a change in administration, leading to the proliferation of new initiatives and encouragement to "think outside the box." Most changes are typically received with a lot of skepticism and a lengthy buy-in period so to ease this transition, a new strategic plan was created for the College:

- To renew the organization, its people, tools and processes in order to serve our constituents more effectively
- To reaffirm the College's commitment to excellence in a changing environment
- To expand and enrich service in the southern part of the College district while maintaining services to the more saturated northern sector
- To better serve the changing student population
- To better serve emerging, non-traditional needs in the "new market"

It became apparent that these initiatives created a value whereby college credit and non-college credit programs could possibly be linked together. The value of the educational process to non-college credit students was viewed as being as important as that to credit students. Many of the strategic goals are related to excellence of instruction in a changing environment with previously unserved areas. With concurrent enrollment, some students have had an opportunity to participate in college classes without the intimidation of failure, and therefore, can move into college credit classes or increase their skills for their work environments.

The experimental trial of linking CE with credit classes began in 1992 with the addition of a few sections in several departments which included: Physical Education, Fine Arts and Business. Students could enroll in these selected courses as a credit or CE student. There was a maximum number of CE students, ranging from one to five, accepted into each class. This would allow credit students to have priority registration. If the class was full with credit students, the CE students were not admitted. Within a year both the Fine Arts and the Physical Education Departments were allowing most of their sections to be concurrent enrollment classes.

Early buy-in was not always easy. One of the first hurdles was to convince academic educators that continuing education is real education and not the basket weaving classes of old. Continuing education is a serious approach for people who seek training and re-training. Why should CE duplicate the efforts of credit and thus set up competition within our own collegial boundaries? Would it not be more beneficial to combine efforts in serving students? And, by the way, who are these students we are serving? Those who register for concurrent enrollment classes may be professionals with degrees who want to gain knowledge in a particular area. Many times they are people who love life-long learning and want to continue to take classes, but have no interest in pursuing a degree. Most importantly, they are sometimes the ones who feel they cannot succeed in a college

credit class, but maybe, just maybe, they could be successful in a non-credit class. The first two groups of students are quite comfortable in this or any other learning environment. That third group, however, not only benefits from the learning outcomes, but also from an increased self-esteem. It is not uncommon for an individual to get involved in a linked class as a CE student and then convert to academic status and continue on an educational path.

PARTNERSHIP

The logistics of planning and executing these courses take careful and thoughtful consideration. Since the credit schedule goes to press before CE, program directors have the opportunity to shop in the credit schedule as if it were a mail order catalog. Courses are identified as potential concurrent enrollment offerings, and then the program director contacts the associate dean to see if there is an interest in developing this. Conversely, many associate deans or instructors contact their CE counterparts to say they think a course would be successful in a concurrent environment. From that point, a course description is developed for CE which, of course, mirrors the one already developed for college credit. Then dates are established. As stated earlier, the CE course may run the entire semester or any portion thereof. In addition to single select offerings, a CE course may be offered in blocks of time running simultaneously with academic classes. In a sociology class on leadership, three CE classes were developed, each five weeks in length. They could be taken singularly or in complete sequence.

When a partnership is developed, the academic instructor or associate dean designates a particular number of seats for CE, for example, five. That course section is then built into the CE schedule with a maximum enrollment of five. Of course, a credit class that typically fills would not be offered concurrently. During credit registration, enrollments are carefully monitored. The agreement is that if an academic class should reach maximum and need those five spots or some portion thereof which are reserved for CE, the CE maximum is lowered and those seats revert back to credit. If CE students have already registered for those five spots, the last to register are contacted that the class is no longer available, and they must be dropped or transferred to another class. In reality, if classes are being closely monitored, the CE maximum can be adjusted as credit enrollment takes place so that this situation is prevented. Also, in most cases an overload is acceptable as long as equipment is not involved. As an alternative, if there are too many CE students, a separate class can be added for CEU credit so that these students are served in addition to the original class.

Within the class, there should be no distinction among students. The same expectations are made regarding attendance, assignments, and assessment. As the class progresses, CE students sometimes decide to opt for academic credit. If the official class day has not occurred, this transition is made through the Admissions Office. Currently a plan is being developed that would allow academic credit retroactively. This most likely will involve awarding credit in a student's degree program after successful completion of a departmental exam. It is important to note that a CE student currently receives a grade of

S (satisfactory completion) or N (not completed) for the course, and these courses are listed on the student's transcript.

BENEFITS AND CONCERNS

The associate deans in the areas which offer concurrent enrollment were interviewed regarding the benefits and concerns regarding this method of course delivery. Some of the positive comments are listed below:

- Enrollment in advanced level classes was assisted by enrollment from professionals taking the class as a CE student
- Classes that may have otherwise been canceled, due to low enrollment, were held because of the enrollment from CE students
- Inquiries for college credit programs were generated from seeing a class listed in the CE schedule
- Some students who begin classes through the CE mode transition to credit programs
- CE students are not required to take college entrance exams which may intimidate students who are unsure of their college readiness
- Access to facilities and equipment is available in a wider variety of days and times
- Many CE students take classes for professional advancement and become class leaders since they are already in business and industry
- Students who are already in business and industry are less intimidated by technology and offer assistance to other students.

Because the linked sections are relatively new and change from semester to semester, issues regarding them are ongoing and resolutions are found as problems arise. The following table identifies some of these issues and their resolutions:

Identified Problem	Resolution
Faculty acceptance of concurrent enrollment: Uncommitted students Lack of attendance Watering-down of course material	Early meetings with CE leaders to discuss solutions--as the instructors began to deal with the students, their concerns proved to be unfounded. CE enrollment actually allowed low enrollment classes to make.
CE tuition lower than credit tuition	CE tuition raised to equitable level with the credit classes.
Lab supplies for CE students	Lab fees were collected for CE courses and transferred to the appropriate credit department to cover supply costs.
Two separate roll sheets generated	Do not have a resolution at this time.

Communication about the concurrent sections to adjunct faculty	Each class folder for community education classes has a memo describing procedures for CE students. Concurrent enrollment is presented for discussion at inservice.
Students wanting college credit for the course after completion of it as CE credit	CE is working with the credit areas for a solution for retroactive college credit.
Personnel from credit area to handle the logistics of concurrent enrollment	Either a coordinator or the associate dean responsible for the logistics with faculty assistance. Most details handled by the CE department.
First priority for credit students	CE student can be dropped to open space for college credit student. This process evolving as changes in funding take place.
Cost of instructor	This is in the discussion phase.

CONCLUSION

The area of concurrent enrollment has many proven and unexplored possibilities. This presentation can serve as a blueprint for setting up a new mode of educational delivery. Communication among all impacted areas is the most essential part of forming this partnership. Both the credit and community education partners must agree that this will produce mutual benefits for the departments. Once this concept is established, the students, after all, are the ones who profit from multiple delivery systems of achieving their educational goals.

CHASING YOUR TAIL:
***RESOURCE MANAGEMENT IN THE TECHNOLOGY
BASED CLASSROOM***

By

James Berry
Director, Technology
and
Deborah Ellington
Associate Dean, Fine Arts
North Harris College
Houston, TX

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

Biography

Deborah N. Ellington went to Albion College in Michigan where she received a BA in Art Education. After graduating from Albion she taught in the government's VISTA program in rural Tennessee before moving back to Michigan to teach in a small country school. She returned to the University of Michigan to complete an MA in painting and in 1974 moved to Houston, Texas to chair the Art Department of the newly established North Harris College. In 1982 she received an MFA in ceramics from Sam Houston State University. Deborah is now Associate Dean of Visual & Performing Arts at North Harris College and is also a showing, professional artist.

Jim Berry, Director of Technology for North Harris College, is involved with the pragmatic details of moving and storing the extensive files generated through multimedia development and use. As a multimedia developer since the late 1980s, he is further interested in the characteristics of multimedia component files from the standpoint of quality and size. His work with North Harris faculty and students has developed a variety of procedures and the use of a number of storage devices to assist the users with the ever-growing challenge of electronic file storage and maintenance.

Chasing Your Tail: Resource Management in the Technology Based Classroom

Deborah Ellington & Jim Berry
North Harris College, Houston

The tidal wave of multimedia material washing over the instructional bulkheads of the technology-assisted classroom this past year has added new dimensions to the technology scene. To be sure, the dimensions of engagement, attractiveness, and aesthetics are all enhanced by the influx of beautiful graphics and animations that accompany the new multimedia material. Of importance to the instructor and administrator involved with the technology classroom, though, are the less exciting but more demanding dimensions of increased demand on technology resources. Use of the Word Wide Web and CD ROM based material immediately impact the memory requirements of the hardware, and any attempt at creating these multimedia materials immediately results in significant implications on the data storage and transfer portions of the system. This presentation seeks to equip those involved with technology assisted programs the information to make better decisions regarding creation and use of graphical files and solutions to data storage requirements in the multimedia classroom.

The Nature of Graphics Files (A Primer)

Images displayed on computer monitors are generated either as *bitmaps* or *vector-drawn* graphics refreshed about every 1/60 of a second (or faster) depending on the monitor's scan rate. A *bitmap* is a simple information matrix describing the individual dots that are the smallest elements of resolution on a computer screen or other display or printing device. Bitmaps are used for photo-realistic images and for complex drawings requiring fine detail. *Vector-drawn* objects are used for lines, boxes, circles, polygons, and other graphic shapes that can be mathematically expressed in angles, coordinates, and distances. A drawn object can be filled with color and patterns and can be selected as a single object.

The appearance of both types of images depends on the display resolution and capability of your computer's graphics hardware and monitor. Both are stored in various file formats and can be translated from one application to another or across platforms (e.g. Macintosh > PC) Typically, image files are compressed to save memory and disk space.

Still images used within multimedia projects may be either created (e.g. software) or acquired (e.g. captured, scanned, digitized). In order to make intelligent choices about the hardware, software, and skills needed for image acquisition, storage, and retrieval careful consideration must be given to what the images will ultimately be used for. Output, in other words, determines input.

Having this information in advance assists in determining resolution, color, and file format for saving the image. Disregarding these factors wastes valuable file space on unnecessarily large files or results in the need to jettison excess color information at a later time.

The Trade-Off Between Resolution and Size

Image size refers to the physical dimensions of an image. *Resolution* is the number of pixels per linear inch. Use the smallest image size and lowest resolution consistent with obtaining the highest quality and results available on the target hardware and software platforms to be utilized. Remember, these may differ significantly from the platform on which the presentation is being developed. When creating an image for a screen presentation or display, using higher resolution images than necessary hogs valuable system resources (RAM or hard disk storage) and slows retrieval and display.

Color palette

Common color palettes are 1,4,8,16, and 24 bits deep. Bit depth corresponds with the number of colors available.

Color Depth	Colors Available
1-Bit	Black and White (or any 2 colors)
4-Bit	16 colors
8-bit	256 colors (good enough for color images)
16-bit	Thousands of colors (excellent for color images)
24 bit	More than 16 million colors (Photo-realistic)

The color range offered by 24-bit systems covers what the human eye can sense; however, only 307,200 actual pixels are available at any one time on typical Macintosh and PC display monitors (640x480). These are more than sufficient for excellent gradients and photo-realism.

Currently, most multimedia is presented on color monitors that display a matrix of 640 pixels across and 480 pixels down (640x480) up to 1,024x768 usually at 72 pixels or dpi (dots per inch). 8 bit (256 colors) is the defacto standard, although 16 bit (thousands) & 24 bit (millions) of color systems are becoming more commonly available. Despite this trend, multimedia is generally written for the lowest common denominator which remains 8 bits.

A Side-by-Side Comparison

The presentation will demonstrate side-by-side comparisons of images saved in various formats and resolutions. Some of the common image formats include:

Native Formats

Most high end image creation (i.e. Paint or draw) editing applications (Adobe Photoshop, Fractal Design Painter) allow you to save images in a proprietary file format that is recognized only by that application. Proprietary file formats offer advantages of smaller file size and the ability to save complex types of information (e.g. layers, selection masks, vector paths, and channels). Their disadvantage is that they may not be recognized or easily usable outside the application.

Programs that save graphics files in a proprietary format generally offer options to save visual images in one or more industry standard formats for translation and exchange with other software. Image translation and exchange application software is also available to open, translate, and save visual images from one format to another (e.g. Debabelizer, etc.) Common graphic file formats are presented in Table 1 and discussed below.

Industry Standard Formats

PICT (Macintosh Picture) - Is the Macintosh system software's native graphics format based on the QuickDraw display language that the system software uses to convey images on the monitor. It is one of the few graphic file formats that handles both bitmapped and object oriented images equally well and supports any bit depth, size, or resolution; including 32-bit images; so that you can save a fourth masking channel when working in the RGB mode. With QuickTime installed on the Macintosh, you can subject PICT images to JPEG compression. It is difficult, however, for most PC programs and machines to handle PICT files with JPEG compression.

JPEG (Joint Photographic Experts Group) - Is the most effective and essential compression format available and is likely to remain the compression standard for years to come. It is a 'lossy' compression scheme meaning that it sacrifices image quality in return for conserving storage space. The user, however, can control how much data is lost during compression by selecting image quality during the save process.

JPEG is best used when compressing continuous-tone images (where distinction between neighboring pixels is slight). Any image that includes gradual color transitions (e.g. photographs) qualifies for JPEG compression. High contrast images (e.g. Screenshots, line drawings, etc.) are not good candidates for JPEG compression and are better served by a lossless compression scheme such as TIFF.

The JPEG format is more desirable than PICT when transfer to the PC platform is contemplated. More PC applications recognize JPEG, and is difficult to find a Windows program capable of handling PICT files with QuickTime JPEG compression.

TIFF (Tag Image File Format) - Developed by Aldus back in the early days of the Macintosh specifically for page layout applications. It is the most widely supported bitmapped format across both Macintosh and PC platforms and all image editing, painting, and page-composition packages support the latest version 6.0. Unlike PICT, it can't handle vector drawn graphics nor does it support JPEG compression.

EPS (.eps, .epsf) - Encapsulated PostScript file format (abbreviated as .eps on the PC and as .epsf on the Macintosh) is another cross platform standard. Originally intended for vector drawn graphics but extended to include bitmapped images. Unlike vector EPS images; however, bitmapped EPS images can not be infinitely enlarged without degradation.

GIF (.gif) - Graphics Interchange Format was developed by CompuServe as a means of compressing 8-bit images so users could transfer photographic images via modem. Many on-line image files are either GIF or JPEG files. GIF uses LZW compression but can't handle more than 256 colors.

BMP (.bmp) - The Windows bitmap format was developed for compatibility and is supported by a variety of OS/2 applications (albeit their own version of .bmp) as well. BMP files are accepted by many multimedia authoring, presentation, and digital video-editing programs on both the PC and Macintosh platforms. You can save black and white, grayscale, color index and RGB color (but not duotones or CMYK color) images as BMP files.

TARGA (.tga) - Developed by TrueVision for use in it's high end paint and video authoring application and is still commonly in use on the PC platform. TARGA files can save grayscale, and RGB images at color depths of 16,24, and 32 bit. A 32 bit TARGA file can contain alpha channel information.

Those Bulging Closets

Data storage devices change in type and capacity almost weekly. Current technologies will be reviewed at the Conference with representative costs and relative advantages. At the time of this writing (12/95) some of the more common storage options include internal hard drives in excess of 1GB, SyQuest cartridge technology, tape technologies, Bernoulli drives, ZIP and JAZ removable cartridge drives, and optical drives.

Presentation Handouts:

Copy of presentation
Comparison of graphics file types
Relative size comparison of common multimedia files
Current data storage options matrix

COLLEGE VOICES:

**A DRAMA, A COMEDY, A CELEBRATION, AND AN
INVESTIGATION INTO THE LIVES OF OUR STUDENTS**

By

Maureen O'Grady
Assistant Dean, Instruction
Suffolk Community College
Suffolk, NY

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

75

Maureen A. O'Grady
Professor of Mathematics
Suffolk Community College
533 College Road
Selden, NY 11784
516-451-4732
fax: 516-451-4887

home address:
183 Skyline Drive
Coram, NY 11727
516-698-2096
e-mail: MaureenOG@aol.com

EDUCATIONAL BACKGROUND:

B.A. Mathematics, Ladycliff College, Highland Falls, NY, 1965
M.S. Mathematics, Michigan State University, MI, 1967
ABD Mathematics Education, SUNY at Buffalo
approximately 80 additional graduate credits in Higher Education, History and
Philosophy of Science, Mathematics, Psychology

1986 participant in Kellogg Institute sponsored by National Center for Developmental
Education, Appalachian State University

1990 participant in Advanced Kellogg Institute on Critical Thinking sponsored by
National Center for Developmental Education, Appalachian State University, NC.

1992 participant in Winter Institute for Learning Assistance Professionals sponsored by
Arizona State University

1994 -1995 participant in Institute for Academic Leadership Development sponsored by
the National Community College Chair Academy

1995 participant in Advanced Kellogg Institute on Instructional Technology sponsored by
National Center for Developmental Education, Appalachian State University, NC.

PROFESSIONAL BACKGROUND:

1967 to present Suffolk Community College, Selden, NY Professor of Mathematics
1977-87 Director of Mathematics Learning Center, Ammerman Campus
1987-95 Assistant Dean of Instruction, Ammerman Campus

1985-86 Outstanding Faculty member of the year, Suffolk Community College

Numerous presentations at local, state and national conferences on topics in
developmental education, holistic scoring, learning styles, placement testing, psychology,
professional development, rational emotive therapy, and the teaching/ learning process.

College Voices: A Drama, a Comedy, a Celebration, and an Investigation into the lives of Our Students

Every year a remarkable thing happens. As part of many college's mandatory placement process, students are required to write a thirty minute essay. On the surface, it is a perfectly familiar and orderly scene: each day faculty readers arrive on campus to holistically read and score hundreds of essays written by students and the counsellors place students into appropriate courses. It is impressive enough that each year at Suffolk Community College alone over 6,000 students are tested, scored, advised, and so embark on their academic careers but there is much more.

Suffolk students had half an hour to consider, plan and write about a choice they had made and how it affected their way of life. This question opened a window into the lives of the writers. To an unseen examining board, they wrote about the choices they face daily; from decisions about school, to job choices, to which car to buy, or whether or not to keep the baby. The students reached deep into themselves and shared something invaluable. The final result was a profound transformation of the faculty readers on both a professional and personal level.

As part of this presentation, a video based on excerpts from students essays will allow participants to hear these student voices first hand. While each essay carries a distinct note, that note soon harmonizes with others, and together they become a whole chorus of song. Although each piece is unique, it is remarkable how quickly they form a commonality that represents the lives of our students, outside the classroom. As one faculty member has remarked, "the mosaic of backgrounds which has emerged, leads to a greater appreciation of not only our students' skills, but also their economic situations, personal strengths, and goals, different levels of maturity, and difficulties of all kinds they may be experiencing." This experience has led to numerous discussions regarding curriculum, institutional, and personal goals, and the teaching/ learning process. Faculty and administrators have become more sensitive to alternative learning and instructional styles, human development theory, as well as gaining a deeper understanding and view of their students and themselves in a more holistic manner.

Institutions that emphasize intellectual development to the exclusion of other strengths and skills reinforce society's tendency to see some aspects of its citizens and not others. Just as individuals are not just consumers, competitors, and taxpayers, so students are not just degree seekers and test takers. To develop all the gifts of human potential, we need to be able to see them whole and to believe in their essential worth.

Now is the time to encourage faculty administrators, student services and support staff to recommit to the mission of nurturing mind, body, heart and spirit. As Chickering and Reisser state in their definitive book *Education and Identity* (1993): "College and university administrators must emphasize top-quality teaching. Faculty members must expand their repertoire of teaching strategies to accommodate differences and to help students to actualize their highest potential. Student development professionals must continue to articulate their educational role and to collaborate with faculty colleagues to bring about movement along the seven vectors (of development). All members of the learning community then become allies in the development of the individual, the society, and the world." p 485

Chickering and Reisser have provided a ready reference for administrators and faculty seeking to address the needs of today's students, while at the same time prepare for the future. Stressing the need for a greater awareness of the role of human development theory and practice in the impact that a collegiate experience has on the participants, one is presented with a framework for future planning and investigation. Following the format of Chickering's earlier work, they postulate seven vectors of development:

1. Developing competence: Three kinds of competence develop in college - intellectual competence, physical and manual skills, and interpersonal competence. overall sense of competence increases as they learn to trust their abilities, receive accurate feedback from others and integrate their skills into a stable self assurance.
2. Managing emotions: both new and experienced students experience fear hurt longing boredom and tension. It is part of the process to learn to channel and ring into awareness and allow to exist.
3. Moving through autonomy toward interdependence: Learning to function with relative self-sufficiency, to take responsibility for pursuing self-chosen goals, and being less bound by other's opinions is a key developmental step for students. This requires both emotional and instrumental independence and recognition and acceptance of interdependence.
4. Developing mature interpersonal relationships. This involves a tolerance and appreciation of differences as well as a capacity for intimacy.
5. Establishing Identity. This identity establishment is dependent on competence, emotional maturity, autonomy, and positive relationships. It also involves (1) comfort with body and appearance, (2) comfort with gender and sexual orientation, (3) sense of self in a social, historical, and cultural context, (4) clarification of self concept through roles and life-style

(5) sense of self in response to feedback from valued others, (6) self acceptance and self-esteem, and (7) personal stability and integration

6. Developing purpose. This entails an increasing ability to be intentional by establishing priorities and plans for action integrating three major elements: vocational plans or aspirations, personal interests, and interpersonal and family commitments. In addition there is a growing ability to unify one's many different goals within the larger scope of more meaningful purpose and the exercising of intentionality on a daily basis.

7. Developing integrity. Closely related to identity establishment and purpose clarification. It involves three overlapping sequential stages: (1) humanizing values- shifting away from automatic application of uncompromising beliefs and using principles thinking in balancing one's own self interest with the interests of one's fellow human beings, (2) personalizing values- consciously affirming core values and beliefs while respecting other points of view, and (3) developing congruence - matching personal values with socially responsible behavior.

Teaching in the community college involves so much more than the dispensing of selected bodies of knowledge. There is an inherent interaction and commitment toward the fostering and development of the entire person and the provision of the necessary skills for survival in the complex society in which we live. Faculty and administrators must continue to take seriously their roles as Dream Molders for future generations. Let us never lose sight of this fact.

Molder of Dreams

You are the molder of their dreams.
The gods who build or crush their young beliefs of right or wrong
You are the spark that sets aflame the poet's hand
or lights the flame in some great singer's song.
You are the gods of the young - the very young (and the not so young)
You are the guardian of a million dreams.
Your every smile or frown can heal or pierce a heart.
Yours are one hundred lives - one thousand lives.
Yours is the pride of loving them, the sorrow too.
Your patient work, your touch, make you the god of hope
that fills their souls with dreams and makes those dreams
come true

- Clark Mollenhoff

***A COMMITMENT TO SERVICE:
TAKING THE COLLEGE INTO THE COMMUNITY***

By

**Pamela Davenport
Chair, Language/Humanities
and
Marybeth Mason
English Faculty**

**Chandler Gilbert Community College
Chandler, AZ**

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

Pam Davenport teaches English at Chandler-Gilbert Community College in Chandler, Arizona, where she is also the chair of the Language and Humanities Division. She has experience teaching at the junior high, high school, university, and community college levels. Recently she has presented at various conferences on such topics as using cooperative learning techniques and incorporating service learning into the English curriculum. A graduate of the NCCCA Academic Leadership Institute, Pam Davenport also serves on the NCCCA Advisory Board.

Marybeth Mason is a member of the English faculty at Chandler-Gilbert Community College and a faculty coordinator of the college's service learning program. Before coming to the Maricopa Community College District in 1990, she taught high school English for eighteen years and served as a campus staff developer. She has also served as the co-editor of the Greater Phoenix Area Writing Project at Arizona State University for 18 years. As a member of Chandler-Gilbert service learning team that won the Maricopa 1993-94 District Innovation of the Year, Marybeth has incorporated service learning into all of the English classes she teaches and conducts faculty staff development service learning training each semester. She has also co-produced a book of student writing, *Unspoken*, and a video, *A Commitment to Service*, on service learning.

"A good college affirms that service to others is a central part of education."
The Carnegie Foundation

Service Learning at Chandler-Gilbert Community College

Chandler-Gilbert Community College, 2626 E. Pecos Road, Chandler, Arizona 85225 (602) 732-7146

CGCC's Definition of Service Learning

Service learning combines community service with academic instruction, focusing on:

- critical thinking and problem solving
- values clarification
- social and personal development
- civic and community responsibility

Key Components of Service Learning

When designing a service learning component for a course, faculty must be careful to include:

- a clear connection between the service and course competencies or objectives
- a relevant experience with a carefully structured assignment which includes:
 - clear objectives, specific directions, and evaluation criteria
 - critical thinking and/or problem solving
 - accountability (time card or signature verification)
 - reflection in writing (journal, report, reaction paper, project, speech, ...)
 - sharing and celebration
- a meaningful contribution to the community

Benefits to Students

- makes curriculum relevant to students' lives
- clarifies values
- promotes community and civic responsibility
- encourages multicultural awareness
- develops critical thinking and problem solving skills
- fosters social and personal development
- builds a community within the classroom

Benefits to Teachers

- the relevance of the experience to students' lives validates teaching and enhances learning
- helps build classroom community
- establishes relationships with people in the community

Benefits to the Community

- provides meaningful services to our community
- creates opportunities for community agencies to participate in student learning
- builds community awareness of college programs and services

CGCC Service Learning Leadership Team:

Arnette Ward, President..... 732-7010
Lois Bartholomew, Dean of Student and Academic Services.... 732-7309
Margaret Hogan, Dean of Instruction..... 732-7012

Duane Oakes, Director of Student Life..... 732-7146
Kim Chuppa-Cornell, SL Specialist 732-7069
Maria Hesse, Faculty Coordinator..... 732-7030
Marybeth Mason, Faculty Coordinator..... 732-7138



These students, studying environmental and ecological concerns, participated in Earth Day at the Queen Creek Community Center.

Other Definitions of Service Learning

The National and Community Service Act of 1990 defines service learning with a set of four criteria:

1. under which students learn and develop through participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community;
2. that is integrated into the students' academic curriculum or provides structured time for a student to think, talk, or write about what the student did and saw during the actual service activity;
3. that provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and
4. that enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others.

"'Classic' service learning places its major emphasis on student and faculty reflection on the service experience. It is designed to improve teaching and to advance civic consciousness and moral character among students."

Ira Harkavy, Center for Community Partnerships, University of Pennsylvania

"There is a call to us, a call of service—that we join with others to try to make things better in this world."

Dorothy Day

Rationale for Integrating Service with Academic Study

"Service learning works because it is based on one simple principle: you don't learn the basics by memorizing the basics, but by doing projects in which you utilize the basics.'... More than any other educational institution, the community college's very mission is enmeshed with a commitment to improve the communities that surround its campuses.... The real value, though, lies in enhanced learning."

Judith S. Berson, "A Marriage Made in Heaven." *Community College Journal*

"Service learning bridges the traditional gap between academic and the 'real world.' Service makes academic study immediate and relevant."

Caroline Nolan, *Yale Daily News*

"Our institutions of higher learning might certainly take heed—not only encourage students to do such service, but help them stop and mull over what they have heard and seen by means of books to be read and discussions to be had. This is the very purpose, after all, of colleges and universities—to help one generation after another grow intellectually and morally through study and the self-scrutiny such study can sometimes prompt."

Robert Coles, "Community Service Work," *Liberal Education*



CGCC students helped athletes at the track and field events for the Special Olympics.

Rationale for Integrating Service with Academic Study (continued)

"Boyer provides a context for service education with a solid academic footing. 'To be considered scholarship, [and therefore within the province of the university and academically justifiable] service activities must be tied directly to one's special field of knowledge and relate to, and flow directly out of, this professional activity.' A 1993 study of the political science undergraduates at the University of Michigan concluded that students involved in service learning were significantly more likely than others in the same class to 'report that they had performed up to their potential in the course, had learned to apply principles from the course to new situations, and had developed a greater awareness of social problems.' The use of service component in a curriculum will not in and of itself provide students with an understanding of democracy or with an expanded context for considering traditional objective classroom knowledge. It is therefore very important to build into the curriculum a 'reflection' component so that teachers can facilitate learning through instructor-directed discussion...."

Jeremy Cohen and Dennis Kinsey,
Journalism Educator, Winter 1994



Student, community, faculty and administrative collaboration is necessary for a good service learning program. Pictured above are Dahlia Gonzales, CGCC student; Mike Greene, Director of the Chandler Boys and Girls Club; Al Brown, CGCC Education Faculty, and Arnette Ward, CGCC President.

Service Learning Course Examples

ENG101 - First Year Composition

(4-6 service hours)

Critical reading and writing focused on the theme of community (the individual, family, and environment)

- Into the Streets: homeless shelters, domestic violence shelters, public schools, Boys and Girls Clubs, Special Olympics, wildlife refuges, ...
- Into the Schools
- Youth Service Day
- Generations Prom
- Individual class placement in agencies: Boys and Girls Club, Family Emergency Shelter, Pecos Nursing Home

ENG102 - First Year Composition

(20+ service hours)

Research, reading and writing about career and community

	Career	Social Problem	Service Experience
Teresa ...	Social Worker	Homelessness	Save the Family Shelter
Alisa ...	Nutritionist	Elderly Neglect	Pecos Nursing Home
Jim ...	Engineer	ADA	Special Olympics

BIO 100 - Biology Concepts

BIO 181 - General Biology for Majors

(4-6 service hours)

Unit on genetic disorders and developmental disabilities

Topic	Service Experience
Mental Retardation	Special Olympics
Alzheimer's	Pecos Nursing Home
Developmental disabilities	Hacienda de los Angeles

EDU 205 - Self Assessment for Teaching

EDU 221 - Survey of Education

MAT 133 - Theory of Elementary Mathematics

(20+ service hours)

Tutoring and assisting teachers in local elementary schools

"Students need the chance to directly connect books and experience, ideas and introspection, to continuing activity in the community."

Robert Coles



This student, who hopes to become a dietician, served at a nursing home to better understand the needs of the elderly.

CGCC Service Learning Placement Sites

Child Crisis Center
Pecos Nursing Home
Tonto National Forest
Desert Cove Nursing Home
U.S. Forest Service
Oasis Wildlife Refuge
Save the Family Foundation
Promise House Shelter
Family Emergency Shelter
Gilbert Senior Center
Museum of Science & Technology
United Blood Services
Hacienda de los Angeles
Phoenix Zoo
Desert Botanical Gardens
Chandler Pride
National Weather Service
Graffiti Control
Special Olympics
Rainbow's Way Inn
United Food Bank
Drug Treatment Centers
Domestic Violence Shelters
Community Action Programs
Girl Scouts and Boy Scouts
Abused Children's Shelters
Boys and Girls Clubs
Public Schools
and many others

**CGCC Service Learning
Information is available on the
World-Wide Web**

<http://www.mcli.dist.maricopa.edu/sl/cgcc/>

The Office of Student Life

The Office of Student Life works closely with faculty to:

- build on existing co-curricular community service activities:
 - Into the Streets
 - Generations Seniors Prom
 - Special Olympics
 - Community Environment Projects
- coordinate individual placements at community sites
- train and supervise Service Learning Assistants, who have previously completed a service learning course and receive a stipend to work in classrooms helping faculty place students in appropriate agencies and sites

Courses with a Service Learning Component

BIO 100/BIO 181	Biology Concepts/General Biology for Majors
CHM 130/CHM 151	Fundamental Chemistry/General Chemistry I
COM 100	Introduction to Human Communication
COM 110	Interpersonal Communication
COM 225	Public Speaking
COM 263	Intercultural Communication
DAN 267	Dance for Children
EDU 205	Self Assessment for Teaching
EDU 221	Survey of Education
ENG 050	ESL Pronunciation Improvement
ENG 101	First Year Composition
ENG 102	First Year Composition
ENG 210	Creative Writing
ENG 217	Personal and Exploratory Writing
HUM 190	Honors Forum
MAT 133	Theory of Elementary Mathematics
MGT 279	Management and Leadership Trends
MUP 150	Community Chorus
MUP 163	Vocal Jazz Ensemble
MUP 182	Chamber Singers
PSY 101	Introduction to Psychology
PSY 240	Developmental Psychology
RDG 018/ENG 061	Integrated Developmental Reading and Writing Block
RDG 091	College Reading Skills
SOC 101	Introduction to Sociology
SPA 101	Elementary Spanish

Student Reactions

"It's one thing to read about a problem on microfiche; it's another to experience it firsthand."
Bethany Moncivaiz

"I have opened my eyes and my heart to the social problems in our community."
Joy Vaz

"Service learning is a good way of making research meaningful and exciting."
Marc Moore

***A COUNSELING MODEL FOR THE 21ST CENTURY:
HOW TO SUSTAIN THE INTEGRITY
OF COUNSELING PROFESSIONALS
A MESA COMMUNITY COLLEGE LEADERSHIP MODEL***

By

**Heidi-Christa Adams
Anthony Chavez
Janice Comer
Karen Hardin
Rita Kasapis
Gene Parrish**

**Counseling Department
Mesa Community College
Mesa, AZ**

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

Bibliographies

Heidi-Christa Adams, MS.

Heidi-Christa Adams is a faculty member in the Mesa Community Counseling Department and Coordinator of the Peervention Program and has been actively involved with at-risk students during the past twenty years as a professional educator. She received her B.S. from the University of Wisconsin at Whitewater and her M.S. from the University of Wisconsin at Milwaukee and is a doctoral candidate. She is Mesa Community College's representative to the Arizona Higher Education Consortium for Alcohol and Other Drug Abuse Prevention. Her work in the area of proactive prevention has been recognized by the League for Innovation as well as the Mesa Baseline Rotarians, and the American Legion. She is an Arizona Certified Professional Counselor and Arizona Certified Substance Abuse Counselor.

Anthony E. Chavez, M.C.

Tony Chavez is a counselor at Mesa Community College since 1971, Chavez has been the Assistant Director of Special Services, Counseling Department Chair, Multicultural Services Coordinator and advisor to the MECHA Club. He works with all students and provides personal counseling, educational planning, academic advising and registration, career exploration; and has extensively dealt with recruitment and retention of minorities, especially the Mexican-American prospective and continuing students; ESL enrollees and other at-risk collegians.

Janice Comer, M.A., M.D.C.

Janice Comer has over 20 years experience working in higher education which includes; management, counseling, and classroom instructor. Her professional expertise encompasses providing presentation to community groups, federal agencies and the Department Chair Academy Conference. Mrs. Comer is a textbook author and full time counselor at Mesa College providing counseling for personal, academic and career issues. She is the advisor to Phi Theta Kappa and serves as a member of the faculty senate. Her daily duties covers crisis counseling as needed and instructing counseling classes.

Karen Hardin, M.A.

Karen Hardin is an Arizona State Certified Professional Counselor with 11 years experience in the community college district including management and instruction. A doctoral candidate, she has completed training at the Career Development Institute at J.F.K. University. She is a certified administrator of the Myers-Briggs Type Indicator, served as the Director of the Career Planning and Placement Center prior to her counseling career and helped develop the Mesa Independent Learning Options (MILO) course for the Career Exploration course.

Rita Kasapis, M.S.

Counseling faculty at Mesa Community College and a candidate for a Ph.D. in Higher Education. Ms. Kasapis has 25 years experience in the field of education and mental health. She has worked extensively with in-patient and out-patient treatment centers. Conducted stress management training, substance abuse, time management, team building and cross-cultural communications seminars on a national level. Ms. Kasapis teach stress management, male-female communications, and is a consultant and trainer for the National Institute on Drug Abuse and the Federal Head Start Program.

Gene L. Parrish, Ph.D.

Gene Parrish is currently chairperson and faculty member of the Counseling Department at Mesa Community College. He has held several administrative positions including Director of Special Services, and Assistant Dean of Students at MCC since 1971. Dr. Parrish has worked and consulted in the corporate area as a manager and trainer nationwide with departments of Education, Transportation and Energy. He has also conducted seminars for the CIA, State, Regional and National Directors of Mental Health Agencies, and professional athletic teams such as the NFL Phoenix Cardinals, the Professional Baseball Leagues, Seattle Mariners and the Chicago Cubs. Dr. Parrish is an innovator and change agent with more than 24 years of successful experience in management, teaching, counseling and consultation.

I. The Challenges

Many community and technical colleges across the United States have experienced phenomenal growth in student enrollment during the past decade. With this increase, there has been a distinct evolution in terms of the changing role community college counselors may have to play if they are to remain viable faculty contributors in the coming years.

There appear to be three trends that we at Mesa Community College (MCC) believe are great opportunities of which the counseling faculty might want to take advantage:

- A) Administration placing greater emphasis on total quality management, life long learning, basic skills programming, academic excellence, diversity, student recruitment and retention.
- B) Education policy-makers becoming aware of the need to collaborate and keep pace with business and industry's ways of operating.
- C) Increasing special needs student populations with learning disabilities and mental disorder

Opportunities with Educational Leaders. The profile of the "traditional full-time" community college student has drastically change due to the renewed emphasis on academic excellence, the new student influx, and a business/industry driven curriculum. When focusing on the actual dynamics of change, we as counseling faculty, working closely and collaboratively with the leaders of our educational institutions, can be primary agents of this change to meet the diverse and unique needs of our students.

Opportunities with Business Industry. As MCC increases collaboration and interaction with the business/industry community (e.g., Motorola, Intel, General Motors, etc.), we find that successful business leaders are incorporating many of the skills and knowledge that counselors already have in operation. We are experts in the psychological and interpersonal processes that affect all areas of life, including college and work. Effective communication, conflict resolution, stress reduction, educational leadership, and productive group facilitation, among others, are the areas we, as counselors, are trained in and foster in others. All of these issues could have a major impact on productivity, the bloodline of business. The most profitable companies in America appears to be the ten percent which pay close attention to psychological factors in the work place.

Increased Special Need Student Population. The strong decline in the U.S. economy which has brought about extensive downsizing in private business and industry has also been reflected in the reduction of, federal, state, and community health services. With the dwindling of a resource and the lack of health insurance coverage for many, more than ever, students are seeking assistance from community colleges and particularly counseling departments. The "Americans with Disabilities Act of 1990" (ADA) (Pub. L. No. 1010-336) of students with disabilities in five areas, including educational services.

Disability is defined as "a physical or mental impairment that substantially limits one or more major life activities. Further, the definition of "impairment" includes learning disabilities, HIV, drug addiction, and alcoholism. Title III of the ADA extends nondiscrimination provisions to include colleges and universities and mandates accessibility of counseling support services for students with disabilities.

- II. **Faculty and Business/Industry Collaboration in Meeting the Challenges.** In order to address these special challenges in a humanistic and economic manner, behaviors, attitudes, and skills in community colleges will need to improve if we are to parallel those of business and industry. The MCC Counseling Department believes that, if counseling faculty are to remain viable as professional players in higher institutions of learning, the following steps are necessary: (A.) The hiring of counselors must reflect student enrollment increases. (B.) Counselors must become more proactive as professionals. (C.) Counselors must do a better job of marketing themselves, their contributions, and their accomplishments. (D.) Counselors must increase collaborative efforts with academic instructors and approach challenges with innovative projects. (E.) Counselors must actively participate in campus politics and serve on campus committees, i.e.; Faculty Senate, Staffing, Budget, and Professional growth committees, etc. (F.) Counselors must assertively integrate technology into their delivery of service. (G.) Counselors must engage in grantsmanship and look to entrepreneured partnerships with universities, business and industry.

We, as service faculty, need to take an assertive role in this transition. Just as companies are now buying counseling services in the areas of conflict management, stress management, and leadership training, we need to work with classroom faculty and administrators in actively providing services in response to downsizing paradigm shifts. Counselors can meet these challenges by providing services in the following areas: classroom management, crisis intervention, personal counseling, academic counseling, employee support workshops, interpersonal skills seminar, prevention education, consultation in organizational effectiveness issues, and in-service training. The Mesa Community College Counseling Department offers time limited sessions for discrete problems as a way of introducing ourselves to our entire campus community. Our clients or "customers" include faculty, enrolled students, and often, community members who are potential students. For example, when we offer team assessment for students in the area of ADD (Attention Deficit Disorders), LD (Learning Disabilities) and emotional difficulties we play a vital role towards the development of new teaching strategies for this student population. Providing thorough assessments of students create strong bonds with instructional faculty, administrators, and community agencies, who recognize the need for this professional expertise in basic skills programming and student retention.

Mesa Community College relies on the Counseling Department staff to ensure compliance with the wide range of requirements that Title III of the ADA imposes on colleges and universities. The implication for colleges is that, by law, they are responsible for providing crisis and mental health counseling services for students with such disabilities. With the community college's "open-door policy" and no official "mental health policy," it is paramount that we provide counseling services which serve to support all students.

- III. **The 3-C Model.** Definition: Structured with six full-time counselors housed within a counseling building strategically located in the center of campus, and four full-time, and three half-time counselors with offices located at five geographically positioned academic division sites throughout the MCC campus. This approach to the delivery of service to students, faculty, and administration is geared provide optimal access and effectiveness.

For example - Four counselors are involved in service learning projects which have been an integral part of the teaching and learning process, providing a natural interfacing between campus and the community agencies. One counselor serves on the Faculty Senate and as advisor to Phi Theta Kappa International Honor Society. We also have counselors

collaborating on projects with the criminal justice department, student government, district professional growth committee and grant writing. Adjunct faculty assist in teaching, in service training, and particularly in grantsmanship and the development and implementation of new programs which provide important interconnectedness with community agencies (i.e., Mesa United Way, Mesa Public Schools, Empact, WOW, etc.).

Through the 3-C model, it is more convenient to provide a 3-4 session instructor training module in a given division which helps faculty learn the different needs of students with Attention Deficit Hyperactivity Disorder (ADHD) to conduct in-service workshops for office professional staff on in office-employee conflict resolutions; and to facilitate campus seminars for students on math and test anxiety, and managing conflict with difficult people.

Two counselors recently teamed up with community mental health clinicians to facilitate student support groups based on eating disorder problems. Many students report this is the first time they have ever discussed their experiences with anyone. Some now see the need for additional counseling. One counselor provides "Peervention" volunteer training which trains students in addiction-related issues as well as leadership skills. Together the counselor and student volunteers collaborate with various other community agencies and business in organizing major substance abuse prevention events on campus and in the community. Other counselors offer counseling for adult children of alcoholics, incest survivors, and students suffering from depression. These time-limited sessions (brief-therapy 5-8 sessions) are highly effective and provide the necessary intervention which students need to concentrate on classroom learning and complete the educational and career goals originally set.

Most of these services do not vary greatly from that of many private practice "therapists" in the surrounding community. What is significant is that these services are available at no cost to registered students, faculty and college staff. Such services will help instructional faculty deal more effectively with the continuing mix of special needs students, and above all, assist students in achieving their educational and life goals.

IV. Summary

We must communicate to the campus community that we specialize in the prevention, intervention, and life problems. Counselors are significant contributors to student retention and the teaching and learning process, and when our work is better known to colleagues, more credence may well be given towards our struggle to remain as major players in the 21st century. The Mesa Community College Counseling Department's center-cluster counseling model enhances the educational mission of the college by delivering quality, professional services and expertise with a sensitivity to the political, economics, and legal issues affecting higher education in the 90's. The success of the Counseling Department can be attributed largely to this center-cluster system which accents the availability of counselors, and provides numerous professional services to the total college community.

***CROSS CULTURAL ASSUMPTIONS
AND A RATIONALE FOR TEACHING DIVERSITY***

By

Cathy Della Penta
Faculty, English
Mesa Community College
Mesa, AZ

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

93 137

Biographical Sketch for

Cathy R. Della Penta

Experience and Education:

I have lived and worked in diverse environments most of my life:

- Grew up in a small town in upstate New York that was heavily German and Polish. We were the only non-German, non-Polish family in town.
- Attended a predominantly Jewish school for my B.A. degree, and I am not Jewish.
- Attended an historically Black school for my Masters degree, and I am not African-American.
- Spent a total of 5 years living and working in West Africa (4 years as a Peace Corps volunteer and 1 year as a Fulbright scholar). Four of the 5 years were spent in Moslem countries of sub-Saharan Africa, and I am not Moslem.
- Have conducted a year's worth of teacher training, training over 400 Peace Corps volunteers in pedagogy (TEFL-Teaching English as a Foreign Language) and cross-cultural issues.
- Co-edited a cross-cultural training manual printed by Peace Corps, Washington. This was a case study approach.
- Taught for 10 years in a school district in Northern New Mexico that is 98% Spanish speaking. I was one of only 3 Anglos on the faculty.
- Have conducted Diversity and Cross-Cultural workshops at Mesa Community College for 2 1/2 years. Faculty and staff attend 18 contact hours for professional growth credit. To date, 35 people have completed the training.

- Bachelor of Arts in World Literature, 1968, Harpur College of the S.U.N.Y. at Binghamton.
- Masters in Applied Linguistics and Francophone African and Caribbean Literature, 1976, Tennessee State University, Nashville, Tenn.
- 50 additional hours in pedagogy, Public Administration, Mathematics and English.

Cross-Cultural Assumptions and a Rationale for Teaching Diversity

presented by: Cathy Della Penta

Sometimes our assumptions about the world and the way things "are" or "are supposed to be" can predispose what we see as "reality." In the case of cross-cultural incidents, these assumptions, formed by our paradigms about the world, can create gross misunderstandings. Managers who are not aware of their paradigms and/or cultural filters can be placing themselves in dangerous positions, and management decisions based on misperceptions of a situation can lead to disastrous results.

This session on diversity will begin with a rationale for teaching and learning about diversity. The rationale gives an overview for what follows. We will begin with "Food for Thought."

Next, we will examine and critique a student definition of diversity. The definition is critical and pivotal to an understanding of the entire session, since, in many cases, diversity is NOT what many people think it is. The working definition for this session will show that, ultimately, diversity affects each and every one of us.

Third, a map of the United States will be presented, with regional divisions shown from a cross-cultural perspective. (This, and the theories that follow, will be springboards for discussion later in the session.)

Fourth, the bulk of the presentation will focus on a case study called "Much Depends on What We Assume," by Raymond Gordon. The presenter will furnish copies of the case study to all present. This interactive part of the session will involve the entire group, as people will be asked to analyze the international situation, and then extrapolate from the situation working definitions of the following terms: cultural filter, cross-cultural incident, ethnocentrism, and culture shock. Participants will see that the definitions apply both globally and locally, having deep underlying universal application to any cross-cultural incident. Participants at this time will also be asked to supply examples of cross-cultural incidents from their own experiences.

Fifth, to further demonstrate how people's perspectives can differ, we will use a parable that participants will be asked to respond to. Small group discussion of people's choices will demonstrate another underlying principle behind the idea of the cultural filter. Again, our paradigms predispose the way we view an incident, the decisions we make, and the conclusions we come to.

And finally, if time permits, the presenter will explain the three theories of the development of civilizations, and show how these ideas, too, predispose how we view the world and our assumptions about it. A final handout called "What Marco Polo Failed to See" will demonstrate principles discussed throughout the session.

(See page two for sources.)

page two of:

Cross-Cultural Assumptions and a Rationale for Studying Diversity

SOURCES:

Achebe, Chinua. "What Marco Polo Failed to See" in Encountering Cultures. Ed. by Richard Holeyton. Englewood Cliffs, NJ: Prentice Hall, 1992, pp.180-181.

Barker, Joel A. The Business of Paradigms. (Videorecording) Burnsville, MN: Chart-house Learning Corp., 1989.

Gordon, Raymond. "Much Depends on What We Assume" in Learning About Peoples and Cultures. Ed. by Seymour Fersh. Illinois: Mc Dougal, Littel & Co., 1989, pp. 41-46.

Simon, Sidney. "The Parable" in A Manual of Structured Experiences for Cross-Cultural Learning. Ed. by William H. Weeks, Paul R. Pedersen, and Richard W. Brislin. Yarmouth, Maine: Intercultural Press, Inc., 1979, pp. 24-26.

Biographical Sketch for

140

***CURRICULUM COMPLEXITIES:
THE CHAIR'S AND DEAN'S AGENDA***

By

Jean Ann Able
Dean
Glendale Community College
Glendale, AZ

Conrad Bayley
Director, Arts/Science
and
Anna Solley
Assistant Provost, Instruction
Estrella Community College
Litchfield, AZ

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

97

141

BIOGRAPHICAL SKETCH

JEAN ANN ABEL

Ms. Abel is the Dean of Instruction for Business and Technology at Glendale Community College. She has served in this position since 1989 and has been with the Maricopa Community College District (MCCD) since 1984. Prior to working at MCCD, she worked as a personnel manager and a corporate trainer in the retail industry. Her earlier work experience includes five years as a high school business education teacher. Ms. Abel received her B.A. and M.A. in Distributive (Business) Education from Arizona State University (ASU) and has completed graduate study at ASU. She has a strong commitment to working with faculty members and representatives from government, business and industry to develop and enhance active college partnerships with the public and private sector.

CONRAD BAYLEY

Mr. Bayley is Director of General Education and Honors Coordinator at Estrella Mountain Community College Center, the newest and tenth campus of the Maricopa Community College District. He has been an English faculty member in the Maricopa District since 1963. He received his B.A. from Tufts University, an M.Ed. from the University of Massachusetts at Amherst, an M.A. from ASU, and has done graduate study at CCNY, and was a National Endowment for the Humanities Fellow at Brown University, RI. Mr. Bayley has been the recipient of numerous awards as Innovator of the Year and was one of the founding planners of the Division Chair Academy and Conference. His major academic interests are English medieval mystery plays and the classical Greek theater.

DR. ANNA SOLLEY

Dr. Solley serves as the Assistant Provost for Instruction at Estrella Mountain Community College Center. Dr. Solley has been a member of the Maricopa family since 1976 holding several key positions as a faculty member, division chairperson, and administrator. She currently serves in a chief academic and student services officer role and possesses extensive experience in institutional planning; curriculum and program development; faculty and staff development; administration of credit and non-credit programs; and community, school, and business partnership development. Dr. Solley holds a doctorate in Higher and Adult Education from Arizona State University. A strong commitment to quality teaching and learning and the opportunity to work with highly energized and creative colleagues has helped her meet the many challenges that Estrella Mountain has faced.

CURRICULUM COMPLEXITIES: THE CHAIRS' AND DEANS' AGENDA

ESTRELLA MOUNTAIN COMMUNITY COLLEGE CENTER

Background Information

Emphasis within the Maricopa Community Colleges upon reengineering change throughout the organization has gradually touched upon many levels of decision making and policy formation. As the newest college in the ten member system, Estrella Mountain Community College Center (EMCCC) has viewed itself as being highly capable of innovation since it does not have to contend with long-established traditions and well ingrained procedures. While still acting as a member of a very large system and as an "education center" of a high enrollment, parent institution (Glendale Community College), EMCCC has taken a proactive approach toward developing its curriculum which is clearly meeting the needs of the various communities it serves.

Some of the hallmarks of Estrella Mountain include its model environment that integrates information and technology to support teaching and learning; its responsiveness to its community; its reputation as a caring, student-centered institution; and its artistically designed and aesthetically pleasing facilities. EMCCC is currently home to 2,200 students, 70 fulltime employees, and over one hundred adjunct faculty and part-time staff.

The need to be both highly productive and efficient has driven all areas of the college since its first year of operation, 1990. Recognizing the value of directly responding to the community, EMCCC has consulted those whom it serves to learn how best to accomplish its vision. As a result of being a new and developing institution with limited resources, EMCCC has engaged in strategic planning and target market analysis in developing and offering instructional programs and services to a variety of students. EMCCC operates under a new paradigm, that of a "customer-driven" organization.

New Paradigm: Customer-Driven Organization

The new paradigm is focused on the role of the **student customer** and the restructuring of the organization that serves the student. At EMCCC, this restructuring includes the **service system** (all of the physical and procedural apparatus and methods that the service people/employees have at their disposal, the **service strategy** (distinctive formulas for delivering service) and the **service people** or employees. This new paradigm stresses what's best for the student (rather than individual and competing agendas) using a team approach and ties all initiatives to the college's vision and strategic plan for institutional effectiveness.

In this type of environment, information is shared with all members of the institution thereby encouraging all faculty/staff members to develop innovative programs and services. Just as the institution is expected to develop creative, cost-effective partnerships with other entities, so must administrators and division chairs model this behavior with each other. As a result, the members of the institution act in a proactive and effective manner, creating vital linkages internally and externally with the communities served.

In addition, marketing research is integrated with institutional research. In the new paradigm, marketing research (emphasizing customer research) provides valuable customer needs information for academic divisions in the design of instructional products and delivery systems. Each academic division is responsible for meeting the needs of a particular target market segment and carefully monitors course and program enrollment. Enrollment management strategies include extensive student customer feedback efforts to improve the processes and products.

In May of 1995, the employees of EMCCC adopted the service strategy: "Your Success is Our Success". This service strategy represents EMCCC's unique commitment to serving its student customers and guides the daily interactions of every employee in the EMCCC family.

Characteristics of the Old versus the New Paradigm

Characteristics of the Old versus the New Paradigm include:

From this	To this
Internal vision	Global vision
Needs of faculty/staff	Needs of the student customer
Competition	Cooperation
Working alone	Being a team member, developing creative partnerships internally and externally
Quantity	Quality and continuous improvement
Decisions based on existing practices	Decisions based on marketing and institutional research
Focus on the past	Focus on the future (strategic planning)
Conservative program planning	Innovative, risk taking program planning

Curriculum Development and the New Paradigm

Dever and Templin (1994) indicate that many community college faculty have found that standard curricular models and tradition-bound general education requirements are simply inadequate to meet the realities of today's educational environment. EMCCC is particularly challenged to provide a meaningful and

cost-effective general education curricula to a significantly diverse student body. Faced with the needs of a large geographic area which contains high concentrations of minorities, pockets of severe poverty as well as comparative economic wealth, rural and small town environments, neglected economic development and long histories of social and economic problems, EMCCC views itself as clearly atypical but proactive.

Target Markets

EMCCC uses a target market concept to assist academic divisions in designing and developing responsive programs and services. Target market segmentation is the concept of dividing an organization's customer base into identifiable segments that have unique "need sets". EMCCC currently has eight major target market segments: Youth, Parents, Re-Entry Adults, GED, Special Needs Populations, Business, Luke Air Force Base, and Senior Adults.

Numerous new program initiatives have been developed within the past two years in response to the needs of our various target market segments. These include:

1. Youth

- **On Site College Classes** for local high school seniors
- **Project '96**, a concentrated high school recruitment program
- **Western Maricopa Tech Prep Consortium** with two sister colleges and eight feeder high schools
- **AIMES Program** for science, mathematics, and engineering development of minority high school students

2. Parents

- **Luke Parent University**, parenting training seminars in cooperation with Luke Air Force Base

3. Re-Entry Adults

- **Week-End College** for Friday evening and Saturday offerings
- **Northern Arizona University Undergraduate and Graduate Degree Programs** offered at EMCCC

4. GED and 5. Special Needs Populations

- **Genesis West** for high school dropouts in partnership with Agua Fria and Tolleson Union High School Districts
- **Literacy Center Partnership** with sister campus, Rio Salado Community College, and area high schools to provide community-based programs in Buckeye and Tolleson and campus based programs for ABE/GED/ESOL.

6. Business

- Customer Service Training** for business and industry partnerships with The Wigwam Resort, City of Avondale, City of Tolleson, Power Packaging, Inc. and other West Valley businesses
- Economic Development Information Center** for small business library information through the State Library system
- Job Fair Site** for new major West Valley employers (e.g. Wigwam Outlet Mall) in partnership with DES, JTPA, cities and the MCCD Economic Development Office

7. Luke Air Force Base

- "Fast Track" eight week classes** and customized classes for Luke Air Force Base personnel

8. Senior Adults

- Dial Up Link to EMCCC Library System** for seniors living in Pebble Creek (new Robson Communities master planned community for active adults)
- Customized Computer Classes for Sun City Mac Users Group**
- Customized Fitness Programs** tailored for the senior market

Curriculum and the Budget Process

Team planning sessions have produced "ownership" decisions and consequent marketing plans aimed at target segments. Followup group discussions have led to agreement concerning where priorities will be set and what amounts of available budget money will be expended to support curriculum decisions. The close tie between curriculum development and budget decisions has led to a sense of sharing accomplishments as well as risk taking for everyone involved. Decisions are not just those of the administration and division chairs, but belong to everyone.

Summary

According to Albrecht and Zemke (1985), in managing a customer-service organization, the most important idea to remember is: "...Unless the shared values, norms, beliefs, and ideologies of the organization--the organization's culture--are clearly and consciously focused on serving the customer, there is no chance that the organization will be able to deliver a consistent quality of service and develop a sustained reputation for service." At EMCCC, this principle guides the design and development of institutional service systems and strategies that are focused on serving the student customer.

As a result of embracing a "customer-driven", target market paradigm, EMCCC has developed meaningful and cost effective instructional programs and services. EMCCC views itself as a proactive, efficient, innovative institution that meets the needs of the diverse student customers it serves. According to Dever and Templin (1994), effective community college curricula are characterized by adherence to core educational values coupled with responsiveness to the communities they serve. EMCCC is clearly meeting this challenge, building better communities...one life at a time.

GLENDALE COMMUNITY COLLEGE

Background Information

Glendale Community College (GCC) began serving students in 1965. The college currently has an annual unduplicated student headcount of 30,000 credit students with 214 fulltime faculty, 161 fulltime managers/administrators and staff, 475 adjunct faculty, and 615 part-time/temporary employees. Glendale is a comprehensive community college offering a full range of general education, transfer, and occupational courses and programs as well as non-credit community service and industry specific courses.

Target Markets

In addition to classes and programs for the general student body, Glendale also offers corporate sponsored programs as well as courses and programs (both academic and occupational) that are offered at local business and industry sites for the employees of those businesses.

The average student age for Glendale is 30. Almost half of the students are under age 25 and about 4% of the students are over age 50. The diverse student body includes 55% female students, 45% male students with 21% of the student body representing minority populations as well as international students from 40 countries. Currently, 56% of the students are attending day classes and 44% are attending evening or weekend classes. The majority of the student body (74%) attends college part-time taking an average of 6.4 credit hours per semester. Over 75% of the students are working while attending college.

Student goals data indicate that 40% of the students intend to transfer to a four-year institution, 40% are enrolled in occupational or career related programs and the remainder of the students are taking classes for personal growth.

Curriculum Paradigm Shift

Glendale started offering its first corporate sponsored program, the General Motors Automotive Service Educational Program (ASEP), beginning in 1984.

Since that time, the college has developed additional partnerships with business, industry, and government including the Ford (ASSET) and Chrysler (CAP) automotive programs, the IBM AS/400 program, the Arizona POST certified police academy, and a new semiconductor program in conjunction with Intel; Motorola; SGS Thomson Microelectronics; Micro-Rel; Johnson Controls, Air Products, and Chemicals; and Olin Electronic Materials.

In the past, faculty developed new programs and then asked members of their business/industry advisory councils to review the completed course outlines and competencies. With the new paradigm shift, which is still being refined, representatives from business and industry meet with faculty members to thoroughly discuss the specific knowledge, skills, and abilities needed for successful employment. This information is then used by the faculty to develop new courses and programs. Business and industry representatives then review the draft outlines and competencies to determine if the program of study will help students to develop the requisite knowledge, skills, and abilities that were initially determined by the business/industry advisory council and faculty team.

Faculty, staff, and administrators are currently exploring the possibility of utilizing a formalized workplace skills analysis process, ACT Work Keys, in conjunction with semiconductor college and business partners. Work Keys is currently developing an assessment instrument to help measure the workplace skills identified by the Secretary's Commission of Achieving Necessary Skills (SCANS) and they are willing to develop a process specifically for the semiconductor industry.

Curriculum and the Budget Process

The faculty, staff, and administration at Glendale Community College are still in the process of developing an institutional effectiveness process that will tie curriculum, staffing, capital development, and other critical college initiatives to the budget development process. The college has separate processes in place for each of these critical areas but an overall systems approach is not yet in place.

References

Albrecht, Karl and Zemke, Ron. Service America! New York, NY: Warner Books, Inc., 1985.

Dever, John T., and Templin, Robert G., Jr. "Assuming Leadership: Community Colleges, Curriculum Reform, and Teaching." Educational Record. Vol. LXXV, No. 1, Winter 1994.

Work Keys System. Iowa City, Iowa: Client Services, ACT Center for Education and Work (319-339-3096).

***DELEGATION AND OTHER TEAMBUILDING
PROCESSES:***

***TRANSFORMING YOUR DEPARTMENT
AND PROGRAMS***

By

Daniel Phelan
Vice President, Educational Services
Western Nebraska Community College
Scottsbluff, NE

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

105

149

Biography

Daniel J. Phelan, Ph.D.

Dr. Phelan is currently the Executive Vice President at Western Nebraska Community College (WNCC) located in Scottsbluff, Nebraska. He served as the Vice President of Educational Services at WNCC from August of 1993 to July of 1995. Prior to his appointment at WNCC, he served as the Executive Director of the Business and Industry Institute of Johnson County Community College (JCCC) in Overland Park, Kansas from June of 1990 to August of 1993. He has also served at North Iowa Area Community College (NIACC) at Mason City, Iowa and Mount St. Clare College (MSCC) in Clinton, Iowa. He has been involved in higher education for more than 15 years, serving in faculty, administrative, and consulting roles. He has trained and consulted in both business and education circles on Strategic Planning, Total Quality Management, Continuous Quality Improvement, Instructional Strategies, Leadership, Employee Training, Adult Education, Contract Training, Management Development, Higher Education, Outcomes Assessment, Community Colleges, and others. He has published essays and articles on many of these topical areas. Dr. Phelan holds an M.B.A., with an emphasis in finance and marketing, from St. Ambrose University and a Ph.D. in Higher Education Administration from Iowa State University.

DISCLAIMER:

The author does not warrant or guarantee nor make any representation regarding the use of, or the results of the use of the materials contained herein.

The author reserves the right to make periodic modifications of these materials without obligation to any person or organization for such notification.

COPYRIGHT NOTICE:

Copyright © 1996, Daniel J. Phelan, Ph.D., 2026 East 31st Street, Scottsbluff, Nebraska 69361. All rights reserved. No part of this work may be duplicated without written permission of Daniel J. Phelan, Ph.D.

DELEGATION AND OTHER TEAM BUILDING PROCESSES: TRANSFORMING YOUR DEPARTMENT AND PROGRAMS

Session Summary:

This interactive presentation will focus on team building and delegation as two of the most important tools of a Division Chair or Academic Officer. Unfortunately, both practices are often misunderstood, misused, and unused leadership tools. Come and explore some tactics for incorporating these tools into your daily activities. Used effectively, team building and delegation will ultimately increase your productivity and provide a vehicle for others in your department to grow!

Leadership First...

Division chairs and other academic administrators must develop skills that promote change. They must, that is, alter their leadership style so as to accomplish much through others.

If you haven't figured it out by now, you are a leader - or you are in the wrong job! You are, at different times, guide and follower, visionary and present-time oriented, pioneer and settler, leader and servant, coach and player. Others are counting on you to fulfill each of these roles. The most critical of these however, is your role as leader - it is the role that binds the rest together!

To be effective though, you will need to be considerate of others, flexible, open-minded, responsive, future-oriented, able to negotiate, and an excellent listener. You will need to develop these skills to accomplish future goals through others . . . as teams.

"A leader's vision is an imperfect moving target. And it should be. To preserve the best of what a [college] can accomplish, leaders have to change with the times. That's certain."

- Rosabeth Moss Kanter

Team Building Revisited...

The idea of teams is not new - it has existed for many years in various forms and disciplines - in the military, athletics, forensics, training, government, volunteerism and so on. The notion of teams gains renewed interest now and again, with the most recent "rebirth" focusing on Total Quality Management, global preparedness, and the decaying social distances between "supervisor" and "supervisee."

It is believed that the implementation of a team yields a synergy not otherwise achievable through individuals acting independently. Essentially, teams (effective ones) strive to improve overall performance and production/output, increase the level of cooperation and morale, improve interpersonal dynamics, reduce conflict, and successfully achieve planned goals.

However, with the rampant reorganization, restructuring, program reviews, calls for accountability, and limited availability of resources that we are now facing in higher education, teams face increasing challenges. Due to these and other external pressures, teams are experiencing stress. This stress affects productivity, efficiency, creativity, and promotes a "motivated self-interest" mentality that has a negative effect on the team and its work.

So how does a division chair and/or academic leader deal with all of this? Is a team all that it's cracked up to be? Should a division chair and/or academic leader continue to promote the team concept? What can a division chair and/or academic leader do to ensure that he/she has an effective team? As with anything that is successful, the division chair and/or academic leader must be committed to making the team concept work. To be sure, the task will be difficult, with many challenges along the way.

Team Building:

Before deciding how to set about the task of building a team, consider first the following working definition:

A team is a small group (a division, department, etc.) who share responsibility for carrying out a project, initiative, or other task. The team has within it the authority plus technical, interpersonal, and managerial skills to make the decisions about how the work should be done. Team members plan, perform, control, and ultimately evaluate their work.

Journals, textbooks, and leadership institutes are replete with information about teams and their effectiveness. Consider the following myths that abound:

- ▶ People cannot work without supervision.
- ▶ Teams cannot manage themselves because one individual will assume leadership.
- ▶ Only division chairs have the knowledge, training, and experience to understand the needs of the team and the college.
- ▶ Teams work fine in business and industry but cannot be applied to higher education.

However, these myths, or challenges, of teams and teamwork, should be balanced with the following proven team benefits . . .

- ✓ Faculty have workable social structures and can supervise themselves.
- ✓ Projects are accomplished with faster response time.
- ✓ More knowledgeable and experienced faculty result from the experience.
- ✓ Higher morale is created with faculty and staff.
- ✓ Greater pride in the faculty's role in the department is achieved.
- ✓ Faculty can hold themselves accountable and each other accountable.
- ✓ Faculty adjust to meet to the needs of the task.
- ✓ Faculty learn a variety of tasks and rotate through tasks continually.

One can assume that the preceding comments were made by thoughtful, experienced, knowledgeable people. So what were the key differentiators between negatively stated myths and the positive outcomes? Teams and team building require a few, critical, minimums. Among them (not necessarily in order):

- ① Start at the Top and with Commitment
- ② Trust
- ③ Agreed-upon Ground Rules
- ④ Continuous Team Training
- ⑤ Shared and Rotated Division Duties
- ⑥ Goal and Objective Setting
- ⑦ Regular Team Meetings
- ⑧ On-going Feedback/Performance Evaluation
- ⑨ Supervisor Role Change to Facilitator
- ⑩ Fun!

If you cannot commit to these ten core requirements for the long haul, then do not begin the process. It is far better to never begin than to start and stop. The net effect would be to "break faith" with your faculty. The effort will be judged "just another passing fad" and the next time you undertake a division development plan, you will never pull it off. One final point on this subject: To break up a team is far more serious than firing an individual, especially after successes begin to build.

Give team building time. Teams require, on the average, 2-4 years to mature and become effective. The speed at which teams mature is closely related to how well the division chair/administrator understands and uses the principles of team work. It is important that the division chair/administrator must carefully consider the development of the team in every management decision. Major productivity gains will come after a time, with leadership, good coaching, and patience of the division chair and/or academic administrator.

Leader/Coach Profile:

Your faculty and/or staff are, more than likely, unable to read your mind and can only go by what they see you do. You may be asking yourself if you are up to the task - whether you should try to implement this process - whether you have the skills. Therefore, it is important to consider how well you are currently practicing the principles of effective department leadership and team building. The following profile may help you analyze and assess your current approaches.

Enlightened leaders/coaches are committed to their personal development of each of these competencies. Spend a few moments now to critically examine your expertise and ways you can develop these competencies further. Questions are associated with each to prompt your thinking:

1. Script Avoidance - How can I be more aware of, and eliminate, the scripts that I have written for others and for myself?
Goals ➤

2. Communication - When I communicate with others, do I listen to them carefully or is my mind cluttered with other details? Do I race ahead and jump to conclusions?
Goals ➤
3. Coach - How do I support my faculty/staff? Do I encourage them or do I criticize?
Goals ➤
4. Innovation - How open am I to new ideas or someone else's approach to a problem? Am I content with the status quo?
Goals ➤
5. Confidence - How confident am I in myself, in my abilities and talents? ... in others?
Goals ➤
6. Delegation - Do I have difficulty in passing an assignment to others with full authority and responsibility?... or do I have to do everything myself if I want it done right?
Goals ➤
7. Empathy - How well do I really understand others? Do I know what they enjoy? ...What concerns them? ...What is important to them? Have I taken the time to find out?
Goals ➤
8. Builder of People - Have I contemplated how I can help my faculty/staff become better? ...give them opportunities to grow? develop?
Goals ➤
9. Integration - How have I combined all the necessary leadership/coaching skills to be effective? ...Are they in balance? ...Are they appropriate?
Goals ➤
10. Trust - Do I believe in the best of others? Do I share information to help others?
Goals ➤
11. Concern for Others - How much do I care about my faculty/staff?
Goals ➤
12. Personal Leadership - Have I discovered that I can only be a leader/coach for others after I have become a leader/coach for myself? Have I learned the secret of being a learner first?
Goals ➤

(Adapted from: Manning, G. & Curtis, K. (1988). *Leadership*. Cincinnati: Southwestern Publishing Company. pp. 45-49.)

Delegation:

Delegation is the great enabler of people! When well executed, delegation empowers teams and individuals to accomplish much and helps in the advancement of the organization. Consider the following working definition: Delegation occurs when a division chair and/or academic administrator assigns a specific task or responsibility, and grants the authority needed to accomplish the task.

To be sure, delegation is often perceived as a risky business. Many traditional excuses offered for not implementing delegation are listed below for your consideration. Do any sound familiar?

- ☹ "I will spend more time teaching someone else to do this rather than if I just did it myself."
- ☹ "I've tried delegating before, but I always have to clean up the mess and do it right."
- ☹ "_____ just can't handle the project. It's beyond his/her abilities."
- ☹ "Some things just cannot be assigned to my faculty."

Keep in mind that delegating may not work in all cases. Are you an effective delegator now? Do you know when to delegate? Ask yourself the following questions:

- "Do you do work that a faculty member could do just as well?
- Do you think that you are the only one who knows how the job should be done?
- Do you leave the job each day loaded down with details to take care of at home?
- Do you frequently stay after hours catching up with work although your peers don't?
- Do you never seem to get through with your work?
- Are you a perfectionist?
- Do you tell your employees how to solve problems?

If you answered "yes" to many of these questions, you probably need to learn to delegate more effectively."

(Source: Mosley, D., Megginson, L., and Pietri Jr., P. (1992) Supervisory management: The art of empowering and developing people. p. 139.)

Remember that delegation is not a cure all. It will not, for example, instill trust in you or your division/department where none is initially present. The art of delegation requires practice and great faith. However, the associated benefits will usually make the effort worthwhile. Several benefits are possible through delegation. Among them:

- ① It frees the division chair/academic administrator to accomplish other tasks.
- ② It expresses faith in your team.
- ③ It is a great motivator.
- ④ It raises expectations in your division/department.
- ⑤ It increases faculty loyalty toward the college/division chair and/or academic administrator.
- ⑥ It promotes the development of others.
- ⑦ It provides for the development of trust among colleagues.

With some practice, you can enhance the overall activities and effectiveness of your division/department through the use of this very vital tool. To aid in your quest, consider the following keys to the successful implementation of delegation:

- ☛ Identify action(s)/task(s) that need to be accomplished and their relative importance to your division/department.
- ☛ Assign the task(s) to your faculty/staff with a clear understanding of the following:
 - ✓ what is to be accomplished;
 - ✓ what are the specific desired outcomes of the assignment;
 - ✓ how does the task contribute to the department/division/college;
 - ✓ what are the potential risks involved;
 - ✓ what is the scope of the delegate's responsibility;
 - ✓ what is the scope of the delegate's authority; and
 - ✓ how often should the delegate provide status reports to the division chair/dean(* NOTE: It is vital to ensure that the delegate has complete understanding of each of these)
- ☛ Provide necessary training (if required).
- ☛ Periodically check with the delegate regarding his/her progress. (At this step, be sure to provide support to the delegate, listen carefully to his/her concerns, offer advice if requested, do not accept excuses, and reinforce expectations.)
- ☛ Review project completion results with the delegate.
- ☛ Provide feedback as to the performance of the delegate (critical step).

Summary:

The true effectiveness of team building and delegation is demonstrated in the rhythm of faculty/staff working together. Teams, for the most part, are effective, efficient, and fun. In each, the whole (i.e., the team) is greater than the sum of its parts (i.e., faculty acting in isolate.) The intended outcomes tend to go beyond original expectations. Delegation, an important developer of people, helps to unify and extend the team as well as the individual faculty member.

None of the aforementioned statements or questions are new to us. After reading them, they make sense to us. Over time though, we need reminding about their inherent value and we need to recommit to their implementation. Pressures of the day and increasing workloads often force us back into "individual" thinking. It is exactly then that we should not revert to the "old ways," but stay true to the course of team building and delegation. Good luck!

***DELIVERING THE "WRITE" MESSAGE:
THE MEMO AND TRANSFORMATIONAL LEADERSHIP***

By

Bill Lamb
Director, English/Journalism
and
Marilyn Rhinehart
Assistant Dean, Arts/Humanities/Science
Johnson County Community College
Overland Park, KS

James Still
Chair, Lifelong Wellness
Delta College
University Center, MI

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

113

157

Bill H. Lamb has served as the Director of the Writing, Literature and Media Communications program at Johnson County Community College in Overland Park, Kansas since 1987. Prior to that appointment, he was both an English faculty member and Humanities Department Chair at Coffeyville Community College. He received his doctorate in curriculum and instruction from Kansas State University, his master's degree in English literature from Pittsburg State University in Pittsburg, Kansas, and his bachelor's degree in English literature from the University of Kansas. His most recent publications have focused on instruction methods, assessment, and evaluation. He is a Kansas Association of Teachers of English board member and holds an office in the local Phi Delta Kappa chapter. Since moving to Overland Park, he has been actively involved in a variety of community organizations and youth support groups. In 1993, the National Community College Chair Academy selected Dr. Lamb as the Midwest Region Award Winner for Encouraging Teaching Excellence. That same year he completed a year-long professional certification program through the Institute for Academic Leadership Development sponsored by the NCCCA. In 1994 and 1995, Dr. Lamb co-facilitated a regional institute for the NCCCA in New York and Toronto and was a presenter at the Kansas City institute.

Marilyn D. Rhinehart is Assistant Dean of Arts, Humanities and Social Sciences at Johnson County Community College in Overland Park, Kansas. Prior to assuming that position, she served as special assistant to the president in development of a college strategic plan and as division head for the Social Sciences Division at North Harris College in Houston, Texas. She also received both teacher excellence and college writing awards. She holds bachelor's, master's, and doctorate degrees in American history from the University of Houston and is the author of *A Way of Work and A Way of Life: Coal Mining in Thurber, Texas, 1888-1926*. She has co-authored a test item file and participated in a video development project for two newly-published college history texts.

In 1993, she completed a year-long professional certification program through the Institute for Academic Leadership Development sponsored by the National Community College Chair Academy and co-facilitated a regional Institute for the NCCCA at Guam Community College in 1994 and 1995 and in Wisconsin in 1995.

James M. Still is Chair of the Division of Lifelong Wellness at Delta College in Michigan. Prior to assuming the role of chair, the college awarded him the rank of Professor in the division. Throughout his career at Delta College, he has been active in college governance activities and has held a number of leadership positions, including Senate President, Chair of the Teaching Faculty, and President of the college's chapter of the American Association of University Professors. He also directed two tax referendum campaigns for the college. He received his doctorate in college and university administration at Michigan State University in 1995, focusing his work on the impact of training on community college chairs' leadership behavior.

Dr. Still is a 1993 graduate of the Institute for Academic Leadership Development established by the National Community Chair Academy and was selected to serve as an Institute facilitator at Gum Community College in 1994 and 1995.

Delivering the "Write" Message: The Importance of Effective Written Memo Communication as a Vehicle for Maintaining Good Faculty/Staff Morale

The vast majority of conflict situations arise out of a breakdown in the communication process where for a multitude of reasons one person misunderstands or misreads something generated by another person (person being a generic reference for individuals or groups of individuals). We have all experienced this feeling of loss or confusion, and the standard: "that's not what I meant at all; that's not what I meant" is a common frustration natural to all human beings in societies. In a growing, fast-paced, technological society where communication is constant and understanding crucial to success, this challenge to avoid such misunderstandings becomes even more critical and a fundamental challenge to those in leadership positions, especially those involved in middle management positions at community colleges and universities where diverse faculties and real life applications are a daily leadership responsibility.

We know from basic communication research that interpersonal communication breaks down for a variety of reasons but can be simply contributed to the concept of "noise"--both internal and external. As a point of review, when a "sender" forms a message and channels this information to a "receiver," communication breakdowns occur either internally--one miscodes or mistakenly decodes the information--or externally--language barriers, culture differences, and so forth. In oral communication situations, we rely heavily on non-verbal cues to refine and interpret the meaning of the message, but in written communication, we do not have this support. Our understanding of the message purpose and content is centered around the written word, and

when "decoded" differently from the intent, the breakdown will often result in an emotional response and/or conflict, and quite simply, a waste of valuable time.

Considering the amount of written correspondence you send and receive on a daily basis, as a transformational leader, are you ever misunderstood? Do you receive messages that stir your emotions rather than your critical thinking processes? Our purpose in this presentation is to review some common sense leadership issues relevant to written correspondence and to apply these principles to the consideration of case study examples. In so doing, our goal is to seek ways to incorporate strategies that will help us as leaders to avoid the misunderstandings, and when they do occur, we can consider methodologies that quickly reduce the stress and conflict.

We all send and receive memos on a regular basis, and many times the memo is written out of a need to communicate information quickly, sometimes even out of desperation. To help clarify this, let's consider a brief memo example.

To: Roger McWherter, instructor
From: Dr. Carl Kent, Department Chair
Subject: Unnecessary Interruptions

Roger, I want you to understand that I value you as a colleague, but you must stop coming into my office without an appointment to talk about personal and trivial matters. I have a number of reports due soon, and I simply need uninterrupted time. My job is very complex and I hope you can keep more to your office and do your work; I'll then have time to do mine.

If you really need to talk to me about something related to work, then set an appointment and we can talk about it. I'll give you appointments for no more than fifteen minutes at one sitting. This will help to keep you organized and to the point, saving us both time.

I value your teaching and service to the department, Roger, and I hope you have a nice weekend.

160

How many times have you been busy, interrupted by an instructor, and really felt like writing this memo? Maybe you have written this memo. Is the chair being vindictive? Unreasonable? No, we think not. If you look closely at the content of the message, the motivation is obviously time, and the response is not to insult the faculty member but to clarify the fact that the chair does not have time to effectively accomplish his tasks. The faculty member obviously thinks the drop-in visits are fine, and for the chair to use a "power" memo to address a personal matter causes the situation to become an issue. Consider the memo response from the faculty member.

To: Dr. Kent
From: Roger McWherter
Subject: Interruptions

No one on this campus takes their work more seriously than I do. To not discuss issues and problems with my immediate supervisor, at his request, is perfectly fine with me. As has been my experience in the past, he does not care what faculty think anyway. I know the department agrees with me.

cc: Faculty Association President and Dean Michael Murray

In this example, is the faculty member overreacting to the chair's memo? What is the real issue? Time and unscheduled interruptions caused the chair to react in a nonpersonal, cold manner. An issue that could have been avoided by a simple verbal explanation, turns into a conflict situation, one that will cost far more time to repair than it should have taken to resolve.

The problem occurred when the chair felt pressured enough to write a quick memo, and in the process of writing, the chair did not consider the purpose, audience, or written voice which caused the memo to be impersonal and ineffective. The first consideration in any memo writing situation is purpose. Why do I need to put this issue in writing? Can I take care of this issue with a phone call or personal visit? Do I need written documentation for future reference? These

are just a few of the purpose questions to consider before you sit down at the word processor and compose a memo. If the purpose is clear and needs to be addressed in writing, then audience becomes important.

When considering who will receive the memo, you should consider the audience both generally and specifically. Do you want this record for others to read? By putting the information in writing, will it be received more effectively by the reader or readers? What will the audience expected reaction be? What would your reaction be if you received this memo from someone? These questions help to clarify the language as you edit the memo as well as addressing the need for the written correspondence.

The third area, voice, is the most important to consider because you must remember that the words you select and the order of presentation create your voice in the memo, and whereas in a personal situation, you can influence what the audience hears through vocal inflection, facial expressions, and body gestures, in writing the words must account for these factors. The reader can not see your intent at humor or sarcasm and may quickly turn a kidding comment into a grievance procedure. To find the voice, you must carefully and objectively read the memo before sending it, and when in doubt, let the memo sit on the desk for a day or ask a colleague to give you feedback on the wording. A quick response to a simple situation, as was seen in the example above, can just as quickly turn into a conflict blown well out of proportion to the context of the situation.

This interactive conference session will ask for both individual and small group reactions to a variety of situations which call for written responses, and through this dialogue and group discussion, significant issues to consider when faced with memo situations will be considered. As is the case with the memo battle started by Dr. Kent, we all learn quickly from our experiences and through interactions and consideration of real life examples, our applications to these situations can be immeasurably improved.

The focus on the audience, purpose, and voice is historically proven as the basis for rhetorical communication, and by the use of some simple and practical tips, leaders can learn to avoid the pitfalls of hasty correspondence and can find ways to enhance their team building initiative through careful and accurate planning.

***DESIGNING A VIRTUAL CLASSROOM THROUGH
THE USE OF LAPTOP COMPUTERS***

By

Al Bradshaw
and
Joanne Massey

English Faculty
Mesa Community College
Mesa, AZ

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

121

164

Biographical Sketch

Allen Bradshaw:

- **English Faculty - Mesa Community College**
- **English Technology Coordinator**
- **Computer English Coordinator**
- **Chairman and Coordinator of Laptop/Internet Project**

Joan Massey:

- **English Faculty - Mesa Community College**
- **Computer English Instructor**
- **Coordinator Computer English 101 curriculum**
- **Curriculum writer for Internet Project**

Designing a Virtual Classroom through the Use of Laptop Computers

Philosophy:

Laptop computers offer a unique way to package a course so that students will learn academic communication skills using the latest technological tools. Laptops are an important part of the new communications age, the age of instant access to information. Laptops are portable, allowing the "classroom" to accommodate busy schedules, shut-ins, homemakers, rotating shifts, etc. These same laptops are powerful and versatile enough to offer the same advantages that students have in a computer lab, access to a powerful word processor, Power Point lectures, connections to the EF and Internet, and daily access to an instructor (by modem and E-Mail). It can be argued that students have this same advantage with their own computers at home, but this is not so. Mesa Community College cannot, at this time, offer a student Microsoft Word 6.0, or any other software program that can be loaded onto a laptop, because of licensing difficulties. And many students can not schedule in to their day time to use the MCC's computer lab.

So a home program must depend on the equipment that is already in that home, giving some students with the latest equipment an advantage over others. Incompatibility problems with our computer bulletin board system, modems, etc. make it even more difficult for the student to succeed. Laptops can be programmed to be compatible from the start, and all students will have the same tools to succeed, **creating a level playing field**, and students can begin work without having to face the frustrations of incompatibilities or unequal equipment. Instructors can concentrate on content instead of spending much of their time helping students with the technology and software. **The laptop offers equal academic opportunities for all students, while keeping a flexible learning schedule to meet the modern students' needs.**

Laptops offer a method of packaging a course without the four walls of a classroom, the overhead projector, cooling and heating, etc, and the computer lab, with its administrative and technical overhead, networking equipment, custodial, building costs, etc. **The laptop becomes the classroom, and the learning shifts from teacher centered to the student learner.** Writing curriculum for this type of delivery will become increasingly important as technology advances. Laptop delivery may be just a rung in the ladder of changing education. When fiber optics and other connections to homes become commonplace, many educational systems will be jumping to offer courses in home, with the instructor on-line. Courses written for laptop delivery should be able to fill this need immediately. In other words, checking out laptops is the current delivery tool offering access and accessibility. As laptops become more prevalent in homes, it may be possible to download courses to student's own laptops. Later, new systems will dictate other delivery methods. **What becomes increasingly important about this project is the re-writing of curriculum to meet a changing world, and a changing educational system, and, if we write this curriculum well, we will be positioned for the new communication age.**

Curriculum Writing:

For this project, we will write an experimental English 102 laptop computer course that will be complete on the hard drive of the computer, including syllabus information, all assignments, all lectures and exercises. Also on the laptop will be all directions for running the software, connecting to the Internet, faxing assignments, etc. Students will have contact with the instructor by E-Mail or telephone for consultation. The instructor will also have office hours where students could come in for tutoring and help. The more course information contained on the computer and the less the student has to buy will help with the student costs for the laptop.

The course will be laid out with icons in the Program Manager of Windows. One group icon will hold the syllabus, one icon the assignments, another the lectures and exercises, and another the directions and technical information. The program manager window will have the Microsoft Word icon, the PowerPoint viewer icon, Netscape icon, the Fax icon, and all utility icons that the student will need.

When a student opens the assignment group icon, each assignment will be represented by a document icon. When opened, the assignment will come to screen in MS Word. Assignment documents will have "hotlinks" within the document, linking the lectures and exercises to the lesson (similar to using Netscape on the Internet).

The Generic Laptop:

Part of this project is to design a laptop computer that could be handed to a student to use as an educational tool, and to test this design for practicability. This educational tool is designed as follows:

Hardware requirements:

- 486 DX4 75 or 100 MHz laptop. 8 megs RAM minimum, 16 optimum
- 540 meg HD
- 3 1/2 disk drive
- 1 meg graphics accelerator card
- 16 bit sound card, preferably built in.
- Dual scan screen minimum, active matrix optimum
- 144000 baud fax/modem

Software requirements:

- Windows 95 as the operating system
- Microsoft office
- Netscape for Windows 95

Windows 95 gives the laptop the ability to communicate with the Internet, with E-Mail, and the EF bulletin board, and with the MCC Library. It provided the student with a method of faxing or sending documents to instructors. Windows 95 also is user friendly, and provides a user-friendly management of the laptop without other software, either docked or stand alone.

Microsoft Office gives the student word processing, a data base and spreadsheet, and an easy transfer of material over modem.

Netscape offers Internet access.

With this configuration, a student has a powerful, easy to use tool that will help in any course.

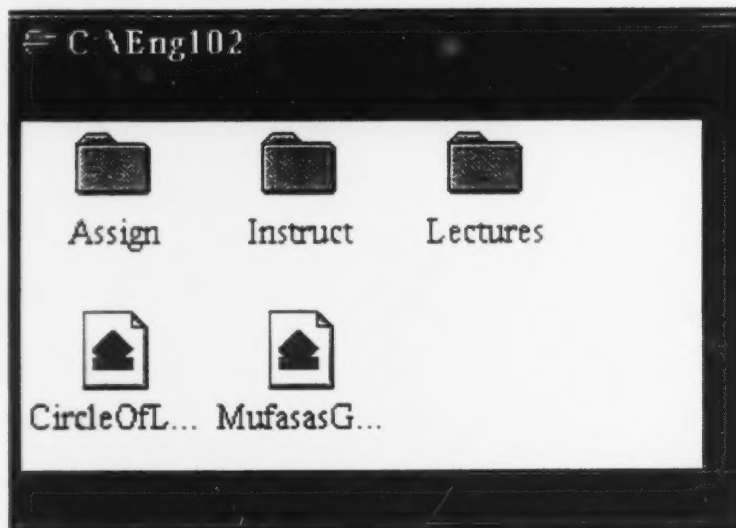
This configuration is the base running system for the English project that loads the entire course on the laptop, but could also be used for other applications, or just as a tool to supplement student learning.

The English Laptop Project:

With the configuration explained in the last section, one directory is added to the hard drive of the laptop, an English 102 directory. Inside reside three other directories, an Assignments directory, a Lectures directory, and an Instructions directory. This is the kernel for a course, and could be any course that uses this configuration. An instructor can write the lectures, assignments, etc., and place them within the course directory, linking them together with hyper links. This directory can later be downloaded to the student laptops with the general configuration. This will make it extremely simple to change the course within the laptop, without disturbing the general makeup of the software.



The hyperlink addresses created to pull up lectures and examples from within an assignment will not change as long as every document for the course remains within the original directory (Eng102, in this case).



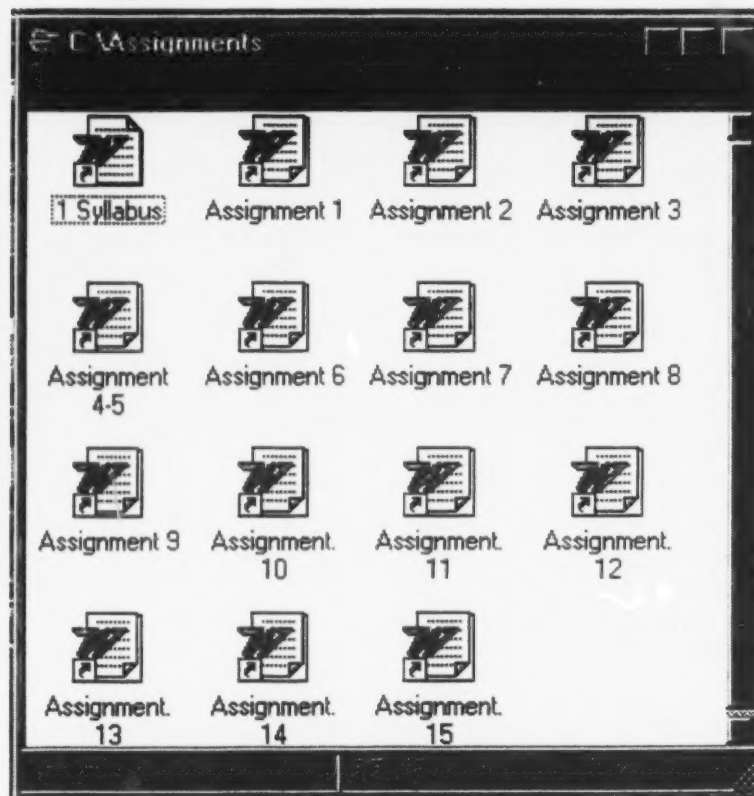
The general instructions for using the laptop, sending documents, using Microsoft Word and Windows 95 will already be written and on the computer. The students would probably never see these directories, for all within them would be accessed from shortcut icons put in an Assignments folder on the Start button of Windows 95, or accessed from hyper links from within assignments.

Following is an example of this, taken from the general instructions that I have written for the English laptop project:

To start any assignment, click on the start button  of Windows 95 in the bottom left part of computer screen. The computer's menu will open.



Double click on this folder to access your assignments.



All assignments will appear as a file document, with the number of the assignment at the bottom. Clicking on any of these files will launch Microsoft Word 6.0 with the assignment document on the screen.

Following are excerpts from some of the reports generated as the project was developed

New ideas:

One of the exciting parts of this project for me has been the whole new range of ideas that working with the laptop has provided. Having the laptop for these last four weeks has opened up new concepts of instruction for me. I am already questioning why we are putting desktop computers into faculty offices, computers that can not be moved or used elsewhere. It makes more sense to me to be ordering laptops for faculty, with docking stations in the office for network connections, re-charging, and larger keyboard and screen for grading and writing. This laptop then provides the faculty member with a home computer, with access to the college (modem), and more importantly, with an instructional tool to take into the classroom, hook to a projector, and teach from.

It is obvious to me after using this laptop that if laptops are put in the hands of faculty, soon they will be coming up with all kinds of instructional uses.

What about the student who has sophisticated equipment at home, wants to take the course in the laptop format, but does not want to pay the fee or need the laptop? I began to think about CD-ROM. I remembered all the CD-ROMs my son has been bringing home to preview (he works for Software, Etc.), Discovery Channel CD-ROMs like Wings over Europe that has narration, news clips, actual battle footage, maps, and the history of the W.W.II air battle in Europe. This program is packed on a CD, with a setup program that downloads the necessary software, etc. to run the program. We can do the same with this type of curriculum. We can package a course on CD, use a setup program to configure the home computer to run the necessary items, and send the student home with somewhat the same program as is on the laptop (there would be some limitations).

Leasing vs. Checkout:

In the last meeting, the Dean of Instruction suggested the possibility of lease/purchase instead, or as an option, to checking out the laptop. There is little doubt that college students will need a computer throughout their college career and beyond, and teaching them to use and showing them the benefits of a sophisticated computer, and then taking it back away from them, is not the most educationally sound way. It seems to me that lease/purchase has merit, particularly if **we can offer a student more than just a few curriculums to use on the computer.** I am talking about **the basic ingredients of an entire Associate's Degree program by laptop**, or whatever delivery system currently being used for this type of packaged curriculum. In English, this would be English 101, 102, a literacy requirement like Eng 217, a humanities requirement, and a literature requirement. This could be repeated in the other discipline areas, so that the laptop will become the classroom for the busy student who can not come on campus. This idea may tie in with the ILO project, but it would mean some shifting of writing and designing of curriculum to fit this mode of delivery.

Laptops in the Classroom:

Part of this assignment (it seems to me) is to look to see what possibilities laptops can add to education. One of the great benefits of a laptop is its power to present and display, and its portability. Along these lines, I took my laptop into one of my traditional (for lack of a better label) English 101 classes. I asked Audio Visual to bring an Infocus LitePro projector to the room. I hooked the laptop to the Infocus projector, used a PowerPoint program to demonstrate styles and structure of paragraphs. With the possibility that I am bragging a little, it was the most impressive way that I have ever presented this material to a class before, and never have I had better response and discussion from the class. The laptop replaced the overhead and the transparencies that I used to use, the chalkboard and squeaky chalk (not to mention the chalk dust in my sinuses and on my pants), the handouts, etc. The students later said that the paragraphs demonstrated on screen, with the ability for me to have the structure pop out at them with different colored text, make it easier for them to see and understand what I wanted. I was so enthused with the students' responses, that I have asked AV to bring back the projector on Tuesday to use again.

***DON'T GO TO A RESTAURANT TO GET
A TASTE OF TECH!***

COME TO THE COMMUNITY COLLEGE!

By

Patrick Nedry
Chair, Industrial Technology
Monroe Community College
Monroe, MI

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

129

About the presenter:

Patrick J. Nedry

Pat is the Division Chair for the Industrial Technology Division and Director of Occupational Programs at Monroe County Community College, Monroe, MI. The Industrial Technology Division has programs in Architecture, Automotive Service and Automotive Engineering Technology, Drafting and CAD, Electronics, Manufacturing, and Welding.

Prior to joining MCCC in 1994, he was the Director of Training and Development for 14 years with the Aeroquip Industrial Americas Group, Aeroquip Corporation, Maumee, OH. In this role he developed, marketed, and conducted technical training programs throughout North America from the oil fields of Prudoe Bay, AK, to the cane fields of Hawaii and the Caribbean, and aboard ships and submarines of the US Navy. He has put his many years of experience in the development and marketing of technical training to work on the campus of MCCC as a Division Chair working with Technology and Occupational programs.

Earlier in his career he was an Associate Professor in the Business Department at Jackson Community College, Jackson, MI, where he received the Susan B. Anthony Award for programs developed for women in management. He also worked in industrial production for Clark Equipment Company in Battle Creek, MI for ten years. Pat is a US Army veteran, he received his BS and MA degrees from Western Michigan University in Kalamazoo, MI; and he is a Certified Professional Secretary. He lives on a 9-acre 'farmette' in Northwestern Ohio in a home he and his wife built.

THE SITUATION You have been hired as the Division Chair for the Industrial Technology Division, coming on board just after the Fall Semester has started. For the first 29 years of the College's existence, enrollments grew steadily. You have great timing! For the first time in the history of the College, *overall enrollments have dipped during your first Fall Semester!*

There are five academic divisions in the College. The Industrial Technology Division has nine full-time faculty and utilizes 12-18 part-time faculty. The programs are in good shape; you have a talented faculty; and the facilities and equipment are reasonably up-to-date. In addition to learning the rigors of an academic Division Chair and inheriting a seasoned faculty who were very comfortable with the previous Chair, you see a real need to "jump start" enrollments.

The school calendar includes Fall and Winter Semesters, along with much smaller Spring and Summer Sessions. Enrollment data as you settle in is as follows. The Fall Semester is generally a bellwether. Coming off from a Tech Division *increase* of 6.76% during the most recent academic year, when the all-college credit hours were essentially flat, you now find a 2.69% *drop* in your Fall credit hours:

	<u>All College</u>	<u>%</u>	<u>Tech Division</u>	<u>%</u>
	<u>Credit Hours</u>	<u>Chg</u>	<u>Credit Hours</u>	<u>Chg</u>
1991-92	63,783	--	5,311	--
1992-93	66,837	+4.79	5,226	-1.6
1993-94	66,876	+0.0585	5,579	+6.76

Fall '92	30,661	--	2,631	--
Fall '93	31,413	+2.45	2,674	+1.63
Fall '94	30,391	-3.25	2,602	-2.69

THE FACULTY The faculty recognize the need to boost enrollments, as well. The big question is: **How?** Several of the faculty feel more high school seniors would pursue careers in industrial technology if they would only come for a short visit and see the equipment and activities in the various labs and shops. There are also a number of pre-engineering students on campus who won't have to take any tech courses as a part of their two-year transfer curriculum, but it is felt many will fall back on technology careers. And, even though employment rates are high, many adults would like to upgrade their skills to stay competitive with their current employers; or, change jobs.

THE CHALLENGE This was the situation when I assumed the Division Chair responsibilities in the Industrial Technology Division at Monroe County Community College,

Monroe, Michigan, in October 1994. So, how do you, as a new Division Chair, help get these various potential students on campus to look at your technology programs?

ABOUT THE COLLEGE Monroe County is located in the southeast corner of Lower Michigan, with Lake Erie to the East, Detroit to the North, and Toledo to the South. The College is located mid-way between Toledo and the "Downriver" suburbs of Detroit, with much of the county still very rural. With two good limited access highways running through the county, over 50% of the employed adults work outside the county, many in Ohio or Downriver. A lot of the industrial activity supports the automobile industry and in late 1994 and well into 1995 as this is written, employment levels were at record highs.

THE TARGETS 1) Targeting these employed adults would be the most challenging; 2) the pre-engineering students were already on campus and we could readily identify them in the enrollment records; and, 3) we have good relations with the counselors and career educators in the 10 area high schools.

A THEME We felt we needed a theme, a slogan, a *shstick*, maybe even a gimmick, to get students to campus. Career Day and Career Fair didn't have a lot of zip. We flirted with Tech Festival and TechFest, but these didn't have a lot of staying power either. One morning while driving to work, looking into a beautiful sunrise through some ice fog coming off Lake Erie, I began to ponder how to get students to 'taste' the careers in technologies. I used to live in Jackson, Michigan, and area restaurateurs had a **Taste of Jackson** where all the restaurants served small portions of their specialties. I had also attended a much larger **Taste of Detroit** with loads of delicious ethnic foods. And, while with my previous employer, we used a one-person company called **Taste of Toledo** to package gift baskets with all kinds of local items for foreign visitors. Wait a minute! Toledo. Taste. Tech. Taste. I think I have it: Taste of Tech!!

I couldn't wait to get to campus. I ran the slogan past the Division Secretary. She liked it. Then, I tried it on a couple of faculty. While not as overjoyed as I, they felt it had some promise. At our first Division Meeting to try out the theme, I also suggested we could use a food theme for the entire event. While not fully embraced yet, it was endorsed enough to have a couple of faculty work with the Division Chair, the Division Secretary, and some of the creative staff from Public Relations and Graphics to see if the idea could be developed.

THE 'KITCHEN' CABINET We convened a group of eight, sort of a 'kitchen cabinet,' to begin to develop the idea. A plant manager with whom I once worked often said, "Two heads are better than one, unless one of them is a cabbage head!" There wasn't a cabbage head or Brussels sprout in the bunch! The ideas began to hit the table: Aprons, cooks hats, menus, meal tickets, titles for the events like 'pancakes on a stick' for welding and 'electrical linguini' for automotive diagnostics.

THE PACKAGE As the event took shape we added many food service related items and references. For example, the program became a menu, and meal tickets were used to keep track of the number of entrees as students worked their way through the events.

Aprons were ordered with the **TASTE OF TECH** logo, along with chefs' hats. All faculty and staff participating in the event were decked out in aprons and hats. Some PR photos were taken with the **TASTE OF TECH** 'uniform.'

THE IDEA TAKES HOLD The idea began to take shape and faculty began to add events and play with the titles. Graphics went to work on a logo, recognizing that if we made this work, it would be used again. News releases were prepared, display ads created, a menu developed, and notices were sent to the high schools. We felt we needed an incentive to get potential students to complete the entire "meal for the mind." Many suggestions were made, but we settled on a fanny pack.

Dessert and refreshments were available for those who sampled all the 'taste treats,' a.k.a. tech events with 8- to 12-minutes of hands-on activities in the labs. During the meal, the students rotated through the labs, with faculty indicating each event completed on their meal ticket. The completed meal ticket garnered them a fanny pack and made them eligible for a drawing for an MCCC jacket or sweat shirts.

A DATE The idea was conceived in late January/early February. An early April date was chosen to try the idea. Activities and heart rates quickened as the date neared. Many things were not completed until the last minute [for example, the meal tickets were not printed until 11:00 a.m. on the day of the event, which started at 2:00 p.m.]

As another piece of the planning, we didn't want to host bus loads of students. By holding it at or near the end of the school day, it would make it possible only for those most interested to attend. With students making arrangements for their own transportation, this served as an effective screening device. We weren't after the casual traffic--we wanted those who were really committed!

THE PR A display ad was created from an 11 x 17 poster that was used to announce the event. The ads were run in a series over two weeks. In addition, a brief classified ad was prepared. After these began to run, we started to get calls inquiring about the event. Our Tech Prep Coordinator assisted us in getting out the word, and several members of the local Tech Prep Consortium expressed interest in knowing more about the **TASTE OF TECH**.

As the day for the event neared, it was suggested that we add a counselor from Admissions and a representative from Financial Aid. We did. We also had a staff person from Special Populations available. As word spread on campus, we also invited non-Technology Division faculty to participate in all or a portion of the 'meal.' Several did. Although we had targeted high school seniors, we received several calls from parents asking if their junior could attend. Of course. Four juniors attended--with a parent!

The Public Relations department was able to get reporter/photographers out from both local newspapers. Students began arriving as early as 1:45 p.m. By the end of the five-hour **TASTE OF TECH**, we had hosted 112 participants. Half of the Tech Division faculty

taught day classes, put in five hours for **TASTE OF TECH**, then taught evening classes--it was a long day, but all felt it was well worth the effort. Other Division Chairs, the Deans, other faculty and staff, and the President participated in portions of the special event. The next day in the daily paper, we made the front page, 'above the fold!' We also made the front page in the other paper--on Sunday, in **COLOR!** Both articles featured pictures of the students--just as we had hoped!

AFTER THE ACTION On our campus, *Taste of Tech* eventually became **TASTE OF TECH**, all caps and bolded! The event served as a vehicle to get Technology Division faculty involved in a unified activity to promote all our tech programs. And, several other people and functions pulled together in a genuine team effort to make it all happen.

Follow-up enrollment data is displayed below. The numbers indicate a 6.5% *increase* in tech enrollments, when the all college numbers *dropped* by 2.98%.

	All College Credit Hours	% Chg	Tech Division Credit Hours	% Chg
1991-92	63,783	--	5,311	--
1992-93	66,837	+4.79	5,226	-1.6
1993-94	66,876	+0.0585	5,579	+6.76
1994-95	62,829	-6.05	5,673	+1.69

Fall '92	30,661	--	2,631	--
Fall '93	31,413	+2.45	2,674	+1.63
Fall '94	30,391	-3.25	2,602	-2.69
Fall '95	29,486	-2.98	2,772	+6.53

FEEDBACK AND FOLLOW-UP Did **TASTE OF TECH** account for the reversal of credit hour decline in the Industrial Technology Division of MCCC while total credit hours dropped? We can't be certain. But, the anecdotal evidence shared by faculty early in the first semester where we would see the pay off [Fall '95] have reported that several students stated, 'the reason they are here is because of what they saw during **TASTE OF TECH!**'

Based on feedback from participants, counselors, high school career educators, and parents, it was felt it would give students more time to make career decisions if we held the event earlier in the school year. By the April date, many students had already made decisions regarding their plans after high school. So, plans are being made to host the *Second TASTE OF TECH* in November 1995. This time, some of the faculty from the Business Division will be 'serving' a sample of their new PC networking technician program and computer programming offerings. In another example of cross-functional teaming, the business faculty are a part of **TASTE OF TECH** rather than hosting a separate **BUSINESS BUFFET!**

The menus have been modified and most of the up-front work has only required some "tweaking" to get ready this time. One of the target groups we overlooked was the adult education population served by the K-12 districts in the county. The Adult Education Directors have been identified and included in the PR effort this time.

Another change we made--the *white aprons* with maroon logos [our school colors] didn't work so well in welding and the machine shop, so we have some *maroon aprons* with white logos on order this time! We are looking forward to another successful event!

SUMMARY A TASTE OF TECH event can be organized at your institution and many of the benefits realized at Monroe County Community College can be readily duplicated. [Copies of all materials were distributed during the presentation. Additional information can be obtained by contacting the presenter.]

PJN/11/10/95

Patrick J. Nedry, Division Chair
Industrial Technology Division
Monroe County Community College
1555 South Raisinville Road
Monroe, MI 48161-9746
Phone 313-242-7300 x209
Fax 313-242-9711

***AN EFFECTIVE ALTERNATIVE
TO FACULTY EVALUATION:
THE USE OF THE TEACHING PORTFOLIO***

By

Anita DeFina
Chair, Math/Physical Science
Ulster Community College
StoneRidge, NY

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

137

178

Biographical Sketch:
Anita DeFina

I have been at Ulster County Community College since 1982, teaching a variety of Math courses, but specializing in remedial and developmental areas. I also have been teaching a graduate course, "Teaching Math in the Elementary Schools," at the State University College at New Paltz for the past five years. My degrees are in Math Education, and I had done some teaching at both the junior high school and elementary levels.

In addition to my teaching duties, I have taken on a number of leadership roles. Coordinating our high school -- college 2+ 2 Program had been my responsibility for the past six years. I also served as Director of a Sex Equity Grant, and had directed the Elementary Mathematics Teacher Project over a six-year period. I became chair of the Math & Physical Sciences Department in the Fall of 1994 under a new campus-wide restructure. In 1995 I was elected to this position for a two-year period. Along with attendance at the National Chair Academy in 1994 and 95, I completed eight credits in post-graduate work through the University of Nebraska in Leadership Development.

An Effective Alternative to Faculty Evaluation: The Use of the Teaching Portfolio

Anita DeFina, Chair
Math & Physical Sciences
Ulster County Community College
Stone Ridge, N.Y. 12484

Community colleges are primarily *teaching* institutions. From my own personal experience, I can attest to the importance placed on teaching above all else by my colleagues. How effective this role of teaching is can be measured in a variety of ways. Both tenured and probationary faculty at Ulster County Community College are evaluated on a regular basis via a three-pronged approach -- i.e., student, peer, and self-evaluation. The process is taken seriously. Yet it is recognized that student evaluation of their instructors tends to be capricious at best. And peer evaluation, while somewhat effective, can set up artificial, one-shot glimpses of what is supposed to represent the "typical" instructional climate. Self-evaluation at our institution has no specific guidelines, and therefore runs the gamut from those awkward and humble, saying very little, to those who are most comfortable "tooting their own horn." Without training in this area and no formal structures to follow, one wonders what purpose this aspect truly serves.

I do believe that these three areas of faculty evaluation together can provide a credible means of assessment. It is that periodic awareness check, where the instructor can reflect on teaching philosophy, methodology, pedagogy, and currency, that can and should affect self-improvement.

One's self-assessment can be ongoing through the structure of a Teaching Portfolio. Updated each year, it becomes a record of achievements, "success stories," those items that document growth, personal and professional development over the course of one's tenure. Peter Seldin has much to say about the rationale, format, items for inclusion, along with a variety of samples and styles of Teaching Portfolios in his books, The Teaching Portfolio, (1991), and Successful Use of Teaching Portfolios, (1993). These are very informative references for those who want to get started. I have summarized below what has helped me personally in forming my own Teaching Portfolio. (Quite coincidentally, my three-year Evaluation is being conducted this semester. I have therefore followed these pointers, and can assure others of their merits.)

A Checklist for Getting Started on your Teaching Portfolio

I. The Narrative Section: (Describe each)

- Teaching Philosophy
- Teaching Responsibilities
- Teaching Methods (Give examples of strategy and implementation)
- Course Projects, Assignments, Activities
- Motivational Instructional Techniques
- Professional Development Activities

Workshops attended (describe impact, if any)

Informal research on own teaching

Seminars, Presentations, Publications given

- Methods of Staying Current
- Goals and Activities for Self-Improvement
- II. Evidences of Teaching Effectiveness (possible sample of items to include)
 - Samples of students works
 - Student performance indicators
 - Representative Course Syllabi
 - New course development
 - Self-improvement activities
 - Observation reports
 - Student Evaluation reports
 - Outlines of Presentations given
 - Achievements, Awards, etc.

A more comprehensive list, composed by the Faculty Development Criteria Committee at my institution, contains the following Performance Criteria. Faculty members have been asked to respond to each in a factual, specific and concise manner. The Division Chairs and Dean of Instruction then review these on an annual basis. I am proposing that this end of the year self-assessment be the springboard for the development of a Teaching Portfolio at Ulster County Community College for those interested faculty. The main advantage would be that only annual "updating" would be necessary. It would also be quite reflective of changes, growth, and general improvement that take place over time.

Performance Criteria

Teaching

- Evidences positive student ratings
- Evidences good peer evaluations
- Updates course content, as necessary
- Writes appropriate objectives/learning outcomes in syllabi
- Demonstrates reliable and valid evaluations methods consistent with course objectives
- Uses alternative methods of teaching
- Shows continual improvement of teaching ability
- Demonstrates literacy in information technology
- Contributes to the educational, personal, and social growth of students
- Collaborates with other faculty
- Other

Advisement

- Maintains a minimum of four office hours per week
- Demonstrates competence
- Utilizes one-on-one advisement
- Other (e.g., maintains contact with transfer institutions and possible employers for graduates)

Service

- Contributes to College (internal)
(e.g. contributing member or chairperson of College committees, club advisor, coordinator of special events)

- Contributes to College (external)
(e.g. high school visitations, representative at college nights,
presents at conferences)
- Other

Professional Development

- Attends professional conferences, seminars, workshops
- Reads professional journals
- Attends faculty development workshops or days on campus
- Maintains individual membership in professional organizations
- Demonstrates attendance and/or leadership in professional organizations
- Other

Once it is decided what to include in the Teaching Portfolio, hints for maintaining it can be useful. A word processor is a must . . . Update regularly . . . Consult your diary/appointment book for things that might have been overlooked . . . Use hard evidence whenever possible . . . Be succinct . . . Balance quality over quantity, weight and length . . . I have also found designating a place for collection a useful plus. As things occur that are appropriate, they can be filed in the Portfolio Folder, kept close at hand.

In closing, I want to affirm my own belief that this documentation of teaching achievements and reflections can serve a truly worthwhile purpose. The professional development and growth can be ongoing. Taking stock on a regular basis is important. And while the Teaching Portfolio may serve in personnel issues, at this point the aspect of teaching improvement has been my main focus, both in this paper and in practice.

***END OF THE RAINBOW AND A POT OF GOLD:
COALITION BETWEEN ACADEMIC, OCCUPATIONAL,
AND CONTINUING EDUCATION***

By

William Flynn
Dean, Media/Business
Palomar Community College
San Marcos, CA
and
Jack Wismer
Executive Director
Black Hawk College
Moline, IL

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



William J. Flynn

Bill Flynn has compiled 28 years experience working as faculty and administrator in community colleges in Maryland (Anne Arundel), New Jersey (Mercer), Arizona (Pima), Ohio (Lorraine) and California, including service as Department Chairperson, Associate Dean of Instruction, Assistant to the President, Dean of Community Education, and his current position, Dean of Media, Business and Community Services at Palomar College in Southern California

For the National Council on Community Services and Continuing Education, he has served as State Liaison for California (2 years), Region IX representative to NCCSCE Board of Directors (2 years), and currently has a three year appointment on the Council Board as National Conference Chair.

Bill has also served four years as member of the Board of Directors and National Liaison Officer for the United States Institute for Theatre Technology, representing the Institute to major management, labor and advocacy organizations in the Entertainment Industry. For the past eleven years, he has conducted a management and Leadership Skills Academy for USITT, working closely with Dr. Larry Christiansen, President of Mesa Community College, the host institution for the Department Chair Academy.

He is a regular presenter at national conferences of major organizations and an active facilitator and consultant to non-profit and educational organizations.

Jack N. Wismer, Ph.D.

Dr. Wismer currently serves as Executive Director of the Business and Industry Center at Black Hawk College. Prior to joining Black Hawk College, Dr. Wismer served as Vice-President of the Corporate and Community Development Division at Lake Michigan College, where he was responsible for Business and Industry Training, Continuing Education, Apprenticeship Training, a Small Business Development Center, International Business Center, and Lake Michigan College's South Campus. Annually, the Division provided training and educational services to over 3,500 people and 550 companies in the southwest Michigan region.

In 1990, Jack served on the Governor's Task Force on International Trade for the State of Michigan. He has authored and published two comprehensive video training programs on time management called the 25th Hour and Career Advantage. He produced a cable television show, Career Challenge which aired on approximately 50 cable television systems. He is listed in Outstanding Young Men of America and Who's Who in the West. Jack is a member of the American Society for Training and Development since 1974 where he has served as President of the Rocky Mountain Chapter.

Dr. Wismer is current President of the National Council for Community Services and Continuing Education and also serves on AACC's Commission for Community and Workforce Development.

***End of the Rainbow and a Pot of Gold:
Coalition Between Academic, Occupational and
Continuing Education***

Transforming Community Colleges to Compete in the 21st Century

What Steps can your community college take to prepare for the "learning" and "market" changes predicted for the 21st Century?

What programs and services will be needed to provide education and training needs of the new student/adult learner markets?

New Competitors for Market Share: Is Your College Market-Driven or Class-Driven?

Business & Industry

Universities

Proprietary Schools

Telemedia Firms

Information Economy

New Education & Training Delivery Systems

Edutainment: Competency-based Instruction

The Community College as a System

Voice of the Customer

Strategic Quality Planning

Products/Services

Marketing & Sales

College Support Services

Customer-Focused

Community & Workforce Development Mission

Workforce Literacy

Workforce Investment Boards

Workforce Preparation

Workforce Training

Continuing Education for Professional Development

Partnering within the College

Academic Occupational Education and Continuing Education

- Academic Occupational Education and Workforce
- Contract Training
- School-to-Work
- Systematic Training Process
 - Analyze Business Requirement/Objectives
 - Determine Training Needs
 - Analyze Cost/Benefits of Training
 - Develop Strategic (Short & Long Range) Training Plans
 - Develop Training Solutions/Proposals
 - Source Trainers & Education Services
 - Identify the Training Deliver Systems
 - Develop Budget and Net Profit Margin
 - Implement & Monitor Training
 - Evaluate Training Outcomes: Skills & Competencies
 - Measure ROI of Training: Follow-up Tracking
- Making the Training Presentation
- Closing the Sale: Contracting for Partnership
- Developing a Strategic Marketing Plan
- Marketing for the Year 2000 Today
- Why Do Planning?
- Assessment Through Planning
 - Environmental Scanning: Factors of a Marketing Plan
 - Market Analysis: Trends, Competition, Market Growth
 - SWOT Analysis: Assess College Resources
- Customers: Internal and External
- Identify Market Segments: Products/Services
- Formulate Marketing Strategy
- Implement Strategy through Operating Action Plans
- Investments: Develop Cost/Benefit Analysis
- Financials: Budget Planning
- Target Marketing
 - MAP Strategy
 - Database Marketing
- Ten Key Elements of Educational Marketing

Tracking Systems for Results

Design Effective Financial and Operational Control
Systems

How Do You Eat An Elephant?

Accountability Model

Benefits to College

Flowcharting of Processes

Worksheets: Revenue Projections

Monthly Tracking Report Worksheets

Quarterly Progress Reports

Creating Value for Your College

Opportunity

***ENHANCING ACADEMIC LEADERSHIP
THROUGH LOCAL & REGIONAL RETREAT:
ADAPTING THE "GREAT TEACHERS" MODEL
FOR CHAIRS AND DEANS***

By

Mike McHargue
Provocateur, Professional Development
Foothill College
Los Altos Hills, CA

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

149
188

Mike McHargue
Provocateur of Professional Development
Institute 4 Instructional Improvement & Innovation
Staff Development Center
Foothill College

Mike McHargue's academic leadership roles have included:

- Assistant Chair of Aerospace Studies Dept. (UCLA)
- Director of the Learning Assistance Center (Stanford)
- Coordinator of the Instructional Study Center (Foothill)
- Division Chair of Counseling and Guidance (Foothill)
- Dean of Admissions & Records (Foothill)
- Grand Poobah of the Honors Conspiracy (California)
- Director of the Honors Program (Foothill)
- Director of the Teaching Resource Center (Foothill)
- President of the Academic Senate (Foothill)
- Provocateur of Professional Development
(Silicon Valley Professional Development Academy)

He has written and been the Principal Investigator of more than 10 statewide and national grants.

His association with the NCCCA began at its birth--when he was leading a Great Chairs Seminar for the Maricopa County CCD and they committed themselves to develop this organization. He led the "hybrid" Great Chairs/Conference Planning Workshop that preceded the first annual conference and he has served on its Advisory Board. Mike has presented at three of the conferences and he led the first class through our National Institute. He has led two other "classes" in their Institute development.

McHargue is a national facilitator for Great Teaching Seminars, Classroom Assessment Techniques, and Instructional Skills Workshops. He has made numerous presentations to college and university faculty on critical thinking, cultural diversity, active learning, learning communities, and student-centered instructional practices.

While he has been working in staff development since 1972, his most recent focus began in 1988 when he became part of the founding executive board of the California Community College Council for Staff Development (4C/SD). He has chaired the Faculty Development Committee for the Academic Senate for California Community Colleges and has written four statewide staff development grants which strongly influenced the professional development sections of California's community college reform legislation.

McHargue has served as an American Council on Education (ACE) Fellow in Academic Leadership and a Fellow of the League for Innovation in the Community College. He won the National Council for Staff, Program and Organizational Development's Award for the Western Region in 1989 and the National Leadership Award in 1990. He has also been honored by the College Reading and Learning Association, the Community College Humanities Association, and the National Institute for Staff and Organizational Development.

Mike McHargue holds a Ph.D. in counseling psychology and psychological studies in education from Stanford University. He earned his master of arts degree in counseling and guidance and educational psychology from California State University at Northridge, and his bachelor of arts degree in psychology from Occidental College. He also attended Mexico City College and Pierce Junior College in California.

ENHANCING ACADEMIC LEADERSHIP THROUGH A LOCAL/REGIONAL RETREAT: ADAPTING THE "GREAT TEACHERS" MODEL FOR CHAIRS AND DEANS

Introduction: One of the most important responsibilities of chairs and other academic leaders is to encourage and provide continuing professional development opportunities for themselves, their faculty, and their staff. A very effective vehicle for their professional growth is a retreat--an opportunity for a group of colleagues to "get away" from their everyday chores and venues in order to enjoy the highest form of staff development: well-facilitated "shoptalk."

For over 25 years the most effective and popular format for an excellent retreat has been the Great Teachers Seminar (a.k.a. Master Teachers Workshop--and other variations on the theme). Initiated through the early work of Roger Garrison and refined and popularized by David Gottshall, these retreats have served faculty throughout North America for the past quarter century.

(The following 3 sections are adapted from David Gottshall's The History and Nature of the National Great Teachers Movement, in observance of its 25th anniversary, College of DuPage, Glen Ellyn, IL, 1993.)

Purposes: The specific purposes of the Great Teachers Seminars (GTS) have remained basically unchanged since the 1960's:

1. To celebrate good teaching.
2. To cause educators to venture beyond the limits of their own specializations and environments in search of transferable ideas and the universals of teaching.
3. To promote an attitude of introspection and self appraisal by providing a relaxed setting and a straight-forward process whereby participants can seriously review and contemplate their attitudes, methods and behavior as teachers.
4. To practice rational analysis of instructional problems and to develop realistic, creative approaches to their solution.
5. To stimulate the exchange of ideas by building an expanding network of communication among teachers in higher education.

Premises: Every GTS is focused on four crucial premises:

1. In the long run, teachers learn to teach best from one another. Properly facilitated shop talk can be the highest form of staff development.
2. Creativity in teaching is enhanced by mixing teachers of diverse fields, experience levels and interests.

3. If properly tapped, the collective wisdom, experience and creativity of any group of practicing educators far surpasses that of any individual expert of any stature or fame.
4. The key to success in teaching is simplification (less is more).

Distinctive Features: The classic GTS model also displays the following features:

1. There is no pre-planned agenda.
2. There is no pre-planned, distributed schedule.
3. There are no hired experts on education or anything else on hand.
4. There is an agreement at the very outset of the seminar that all behavior and discussion will be positive and productive.
5. There is a significant amount of "free" time.
6. There is a tendency toward simplification rather than complication in the process of problem solving.

More Basics: Other "standard" features of a GTS include:

1. A retreat at a nice/casual setting--usually for 2 or 3 days.
2. Two informal one-page papers written, duplicated and shared by each participant--one celebrating the "good stuff" and one identifying a problem.
3. Close personal and professional connections between an interdisciplinary, heterogeneous group of educators.
4. Lots of small group and large group interaction.
5. Recognition of the expertise of the participants along with their responsibility to select the topics of importance and to share their knowledge.
6. A celebration of good teaching and solution of instructional problems.
7. A sharing of interesting books, materials and ideas.
8. A commitment to use much of the learned material after the seminar.

Variations on the Theme: While all GTS celebrations share the above commonalities, they are all distinct. They vary by the styles, experience and techniques of the facilitators and staff; they vary still more due to the different personalities and issues that come together at each session. I have recently done several conference presentations called "The Sons and Daughters of Great Teaching Seminars." (Notice the "ing" that seems to take some of the pressure off faculty who are uncomfortable in signing-up to go to a Great Teachers gathering.)

This discussion *is not* an exposé of the close, interactive social "bonding" that is rumored to occasionally occur at a GTS. It's a description and celebration of the wonderful flexibility and versatility of the GTS format. That model has been squeezed, stretched, altered, varied, folded (maybe even spindled or mutilated a couple of times) to serve many different groups and purposes. I've had the honor and pleasure of

directing around 180 Great Teaching Seminar-type retreats in the past decade. It has been a challenge (and a lot of fun!) to adapt this excellent format to meet the needs of other groups and to serve other purposes.

In the last several years the GTS "Gifts" have come in some very different packages:

- They can serve statewide, regional, district or single college groups.
- They can serve 2 or 4 year colleagues or "interdenominational" groups.
- They can last from 1 day to a week or so.
- They can serve from 12 to 100 folks for a retreat (& up to 300+ for a one-day version.)

The seminars I've led have split about evenly into three main groups:

TEACHING CELEBRATIONS--

While the "regular" GTS is interdisciplinary, there have been several that have served more specific, homogeneous groups of faculty:

- Vocational Instructors
- Adult Education Teachers
- New Teachers
- Early Childhood Educators
- Part-Timers
- Honors Faculty

ALL-COLLEGE WORKSHOPS--

These started out as "Educational Leadership Colloquia"--attempts sponsored by the California State Academic Senate and Chief Instructional Officers to figure out how to "do" shared governance. They have evolved into "Great College Seminars" where faculty, administrators, classified staff (and students, usually--what a concept!) convene to celebrate the things that are working at the college and to solve their mutual "challenges."

These tend to have more *substantial follow-up plans*--communal and individual ones. Colleges increasingly have a more specific theme than "Great College." Some examples:

Shared Governance
Building Community
Strategic Planning
Student Success
Improving Communication
Serving our Community
Facing the Future
New College Goals
Leaping Toward 2000...

(held on Feb. 29)

"Rightsizing" the College
Curriculum Renewal
Developing Leadership
New Majority Students
Learning Styles & Skills
Developing a College Vision
Developing A College Mission
Celebrating Diversity
Reengineering the College

OTHER GROUPS & PURPOSES--

While the "standard" GTS emphasizes interdisciplinarity (or would, if that were a word!), many seminars now focus on more homogeneous groups and issues, such as:

Department/Division Chairs and or Other Academic Leaders
Classified Staff.....and or Classified Leadership Training
Counselors.....and or Instructor/Counselor Dialogues
Student Services Personnel and or Academic Senate Leadership
Business Officers and or Librarians
Staff Developers.....and or College/High School Liaisons
ISW Facilitators.....and or CATs Facilitators

Division/Department Chairs and Other Academic Leaders

There are several more options available for participants of this conference to consider:

- **A College/District/Regional "Great Chairs Seminar.** This retreat for chairs would vary little from the basic GTS. Their one-page papers would discuss good chair techniques and problems; the books and materials they share are more likely to be associated with their administrative and leadership responsibilities; the agenda they build will focus on their chair concerns; there may be more communal/cooperation/institutional follow-up plans.

A retreat of this kind provided the "conception" of the NCCCA. In 1989 a group of 40 chairs from the Maricopa County CCD celebrated their 1st GCS. I had the pleasure of leading their retreat which was hosted by Gary Filan and attended by Maricopa Chancellor Paul Elsner, and Vice Chancellor Alfredo de los Santos. The primary decision made by the group (and undoubtedly the most far-reaching decision made at any GTS-type activity!) was to really pursue the development of the NCCCA. So you might not be reading this or be at this conference were it not for that GCS!

- **A Great Administrators Seminar:** (Don't you just love that acronym?) Most administrative groups go to great lengths to avoid that "GAS" moniker, especially in my home state of California where the symbol of their retreat, unfortunately, is the "lamp of learning". (Now we know the fuel!) These retreats work well too--with a lot more vertical mix among the participants.
- **A More Homogeneous Set of Academic Leaders:** Another variation could be a gathering of more job-alike folks: a seminar for Science Chairs (or Biology Chairs), for Student Services Deans, or for Chief Instructional Officers...

- **Other GTS Variations:** The Academic Leaders attending this NCCCCA conference could be the sponsors/formentors/perpetrators of the other seminars discussed above. They could provide the leadership for an all-college seminar or one for their own faculty. They could also sponsor local, regional or statewide versions.
- **Some Final Thoughts:** I'd like to wrap this up by sharing some of my most recent, most conscious biases with you:
 - Chairs (whether faculty or administrators) should go to teaching seminars. So should other academic leaders. They should participate fully, not as administrators but as fellow instructors. What better meeting ground could there be than a celebration of teaching? The old system--"no administrators need apply"--no longer works.
 - Regional celebrations work well. Our Silicon Valley Professional Development Academy (a consortium of three 2-college districts) is planning a regional chair gathering now, modeling it after the very successful teaching and support staff versions that preceded them. We plan to have 6 chairs from each of our 6 colleges. That allows folks to gain the perspective of colleagues from other campuses, yet still have the "critical mass" of local college compadres who can keep the conversations and the energy going after they return to their home institution.
 - Choose your facilitators very carefully. Most groups bring in an experienced lead facilitator (that's pronounced "leed" not "led"!) but staff their seminar with local small group leaders. Respected, low-ego, high-charisma leaders work best; so do trained Instructional Skills Workshops (ISW) facilitators.
 - Consider hiring a facilitator to "work him/herself out of a job." You could contract with an outside facilitator to lead your first couple of retreats and to train a/some successor(s). It's a good system to become self-sufficient for later (and cheaper) seminars.
 - Come to this conference breakout session. Since most of the information about these seminars is in these pages, we'll use the workshops time to practice some of the seminar activities. It will be interactive, fun, informative, wonder-full--just like a real Great Chairs Seminar! (I can't say a "Great Academic Leaders Seminar"--the acronym is too sexist!).

References

The GTS comes from an oral tradition. Nothing much ever was written down until David Gottshall finally wrote his Silver Anniversary Opus. Here's a sampling of where this article came from...

Gottshall, David

The History and Nature of the National Great Teachers Movement, in observance of its 25th anniversary, College of DuPage, Glen Ellyn, IL, 1993.

McHargue, Mike

"Recent Advances in Retreats" -- a series of conference presentations perpetrated throughout North America in the late 80's and early 90's.

McHargue, Mike

"Sons and Daughters of Great Teaching Seminars" -- a series of additional conference presentations in the early 90's.

The GTS Family

You Don't Have to be Sick to Get Better: Improving and Celebrating Teaching at a Faculty Retreat -- a compilation of GTS materials and presentations from the 90's by Helen Burnstad, Johnson County Community College; Larry Fujinaka, Leeward Community College; David Gottshall, College of DuPage; Mike McHargue, Foothill College; Ellen Mohr, Johnson County Community College; Cindra Smith, Community College League of California.

And coming soon to a bookstore near you...

The National Council (for Staff, Program and Organizational Development (NCSPOD)). This national community college professional development group is completing a monograph (1996 date) on **Great "X" Seminars** (not X-Rated, just discussing all of the variations on the theme).

***ENLIGHTENING CHAIRS AND DEANS
ABOUT LIABILITY:
HOW TO AVOID EMPLOYMENT LITIGATION***

By

**Cindy Haston
Employment Attorney
Danville, CA**

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

157 196

CYNTHIA J. HASTON

EXPERIENCE

Cynthia J. Haston is an employment law consultant from Danville, CA. Ms. Haston provides employment law advice, research and training services to various public and private sector organizations.

From January 1991 to May 1995, Ms. Haston was an Assistant General Counsel for the Maricopa County Community College District (MCCCD) located in the greater Phoenix area. MCCCD is the second largest community college district in the United States and consists of ten (10) colleges, a Skill Center and a District Support Office. Each year, 180,000 students attend an MCCCD college and the District employs 8,000 full and part time employees.

At MCCCD, Ms. Haston was responsible for:

- providing advice on eeo/employment issues to all levels of administration;
- investigating and responding to all internal and external discrimination charges;
- representing the District at agency hearings and compliance reviews;
- coordinating with, and providing litigation support to, outside counsel on all employment related cases;
- developing and presenting all training related to EEO, employment law and affirmative action;
- developing, maintaining and disseminating the Affirmative Action Plan and all related reports.

From 1985 to 1991, Ms. Haston was employed in the private sector at Goodyear Aerospace/Loral Corporation as an EEO and Labor Relations manager. At GAC/Loral, Ms. Haston's responsibilities included: defending Loral on all agency filed discrimination charges; AAP development; advising management regarding EEO and employment law; all EEO training; reviewing all layoff decisions for compliance with non discrimination laws and the WARN Act; union contract negotiation and assisting outside counsel in litigation support.

Ms. Haston began her career in the field of EEO as an Investigator for the Ohio Civil Rights commission in 1981.

EDUCATION:

J.D., University of Akron, 1985
B.A., Miami University, 1980

BAR ADMISSIONS:

Arizona, Ohio (inactive)

INTRODUCTION

Although Deans and Department Chairs are often members of faculty, in the eyes of the courts, they are considered managers/administrators when executing their administrative duties; thus, their decisions can legally bind the institution. In addition to creating organizational liability, Chairs and Deans can be held personally liable (civilly and criminally) for their actions (or inaction) in certain circumstances. The focus of this paper will be on identifying strategies to avoid liability in two major areas where Chairs are often involved in employment litigation: hiring/firing of employees; and responding to complaints of sexual harassment.

THE EMPLOYMENT RELATIONSHIP: HIRING AND FIRING

In hiring and firing employees there are two areas of concern for the Department Chair: contractual issues and discrimination issues. Employment contract issues generally go straight to arbitration or court for enforcement whereas alleged discrimination in hiring/firing is initially handled by an administrative agency, such as the Equal Employment Opportunity Commission (EEOC) or Department of Education -- Office for Civil Rights (OCR). Contract issues are decided on what was actually communicated to the applicant (either expressly or implied and either verbally or in writing) whereas discrimination issues are more often decided on comparative evidence (i.e. how the minority applicant was evaluated/treated compared to the non-minority applicant and /or the overall hiring or termination patterns of the institution).

Hiring Employees

Most institutions have formal interviewing and hiring processes, at least for full time instructors. The hiring process starts with an open position; thus, it is imperative to identify up front the qualifications and experience necessary for the person to succeed in the job. All applicants should be compared against the same job related criteria. The Chair should document to his/her file the exact criteria that he/she was looking for in the ideal candidate. The Department Chair or screening committee should note the reasons an applicant was (or was not) chosen for further consideration or hire. Notations should be made on each applicant. Often we only associate receiving discrimination charges from those unsuccessful applicants for regular full time employment; however, there has been a substantial increase in the number of complaints filed by applicants for part time instructor positions. This is particularly problematic where the hiring processes for part time instructors are less formal than those for hiring full time instructors. Although your institution's process may be less formal for hiring part time instructors and thus, you may not be required to keep documentation as an institutional practice; EEOC will require you to fully respond and justify your hiring decisions for part time instructors.

Strategies to avoid litigation arising from a hiring situation:

1. Identify job related criteria upon which to evaluate applicants.
2. Evaluate all applicants against the same criteria.
3. Ask job related questions in the interview--avoid questions based on illegal factors such as race, gender, age, disability.

(e.g. If attendance is an issue, you can ask the person about their attendance at a previous job and you can verify their answer in a reference check. It would be inappropriate gender discrimination to ask the mother of small children about her child care arrangements as a method to determine her potential attendance.).
4. Make notes based on your interview or resume screening, specifically noting why an applicant was not chosen (e.g. insufficient experience in teaching labs).
5. Keep documents (resumes, your notes, etc.) for one (1) year from the date of application
6. Always date and sign your notes. Make the notes contemporaneous with the hire decision. Your notes are known as "source" documents and are very valuable in defending discrimination charges.
7. Keep notes to document your hiring decisions for part time faculty as well as full time faculty.
8. Do not refuse to hire someone because they have previously filed a charge against the institution -- this would be unlawful retaliation. You must be able to prove that you made the hiring decision on legitimate job related reasons.
9. Consider using electronic data systems to keep track of applicants (date of application, summary of qualifications, positions qualified for, location and schedule preferences etc..)

Offers of employment

1. Avoid making verbal offers.

"Do you want to teach 101 next semester -- are you available at 8 a.m., please sign and return the enclosed form..."

2. Use a standard written format.
3. Clearly identify the contractual arrangement: i.e. the dates of the contract, that the employment relationship is predicated on sufficient enrollment in the course; that the institution reserves the right to anticipatory breach the contract in the event that good cause is shown (ex. sexual harassment, felony, etc.); and that the relationship is non-continuing in nature.

Firing employees

If an employee is considered "at will", they can be terminated at any time for any legal reason (i.e. can't be discriminatory, Whistleblower, etc.). However, most employees at institutions of higher education are not employees at will -- they are often employed for a specific contractual period of time or there is an implied contract for continued employment. A probationary employee has less rights than a regular, full time (never say permanent!) employee. Probationary employees can be terminated within or at the end of their probationary period, generally without recourse (if the termination is based on non-discriminatory, non-public policy [Whistleblower] reasons). For public employers, just cause must be shown in order to terminate a regular, full time employee. In order to support a just cause termination (and prevail at a due process hearing on that issue), it is imperative that the department chair be able to demonstrate (document) that he/she advised the employee of the behavior that needed to be improved and that the behavior did in fact not improve.

Strategies to avoid litigation arising from a firing situation:

1. Give the employee adequate notice regarding his/her performance and your expectations.
2. Document all communication regarding performance issues. Follow up verbal conversations with a written note to the employee or (at the very least) a note to your file or on your calendar. Date and sign all documentation.

3. Keep copies of all documents that support your evaluation of the employee's performance (i.e. copies of documents where mistakes were made, documents which show plagiarized work, etc.).
4. Keep copies of complaints that you received from colleagues and/or students that support your evaluation of employee's performance.
5. Keep documentation for at least two (2) years after the employee is terminated.

SEXUAL HARASSMENT

Anita Hill & Clarence Thomas...Tailhook... Jenny Craig... "Disclosure"...

Hardly a week goes by that the issue of sexual harassment is not in the news. The number of sexual harassment charges filed with the Equal Employment Opportunity Commission (EEOC) has more than doubled within the past two years. Institutions of higher education have promulgated policies and procedures to address this issue as it relates to students, staff and faculty. What are the responsibilities of a Department Chair in responding to complaints of sexual harassment and/or ensuring that the employment environment is free from sexual harassment?

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

Sexual harassment is illegal when: 1) submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or academic advancement; 2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions or academic decisions affecting an individual; or, 3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive working or academic environment.

The courts have recognized two (2) types of sexual harassment in the workplace, **Quid Pro Quo** and **Hostile Environment**. Quid pro quo harassment occurs where submission to sexual conduct is made a condition of an individual's employment. Quid pro quo harassment generally occurs between a manager and a subordinate or between a faculty member and a student. If a charging party can show that quid pro quo harassment existed (i.e. sleep with me or you will lose your job), the institution is strictly liable. Strict liability means that the institution has no defense to the charges of sexual harassment -- they are absolutely liable. This type of liability can attach even if the institution did not have knowledge of the harassment. Further, a single episode of quid pro quo harassment can trigger employer liability.

Hostile environment harassment is defined as unwelcome, pervasive and continuous sexual conduct and commentary which creates an intimidating, hostile, or offensive work environment. The sexual conduct or commentary must be pervasive -- an isolated offensive sexual comment is insufficient to establish liability. In a case alleging hostile environment sexual harassment, whether or not an institution will be liable is determined by the employer's knowledge and appropriateness of response. Thus, it is imperative for Department Chairs to be knowledgeable of their institutional policy and procedure regarding complaints of sexual harassment. The EEOC has stated that an employer's response to complaints of sexual harassment must be immediate and appropriate. Failure to take appropriate action in response to sexual harassment complaints will ensure that the institution will be liable.

In the area of sexual harassment complaints, more and more plaintiffs are naming individual administrators for failing to adequately follow up on complaints of sexual harassment. If the administrator knew or should have known of the sexual harassment and did not appropriately respond, then he/she could be held personally liable for his/her negligence and any harm that resulted therefrom. Additionally, in community property states, the spouse of the individually named defendant-department chair is also often named in the lawsuit. While liability can attach to individual administrators, most institutions will provide defense counsel for their administrators if the administrator was acting in accordance with policy (i.e. within the scope of his/her duties). By far, the most potential for individual liability comes from the situation where the administrator is actively involved in or initiated the sexual harassment. In those cases, civil liability will most certainly attach and criminal liability may also attach depending on the type of sexual harassment (i.e. sexual touching which may constitute a sexual assault) proven by the plaintiff.

How to avoid or minimize liability resulting from sexual harassment complaints

1. Treat the complaint seriously.
2. Get the facts, take notes. Who, what, when, where.
3. Focus on the behavior/facts (avoid "yes, but"...statements)
4. Inform the employee of the institution's sexual harassment policy (serious issue, confidentiality, retaliation prohibited, false claims prohibited).
5. Assure the employee that you (and/or the resource person) will investigate his/her complaint and follow up with them by a specific date.
6. Ask the employee what type of resolution he/she is looking for.
7. If the employee does not want anything done--let the employee know that you have to inform the resource person and that if sexual harassment exists the institution must legally address the issue once an administrator knows or should have known about the issue.
8. Contact your resource person. Follow all proper policies and procedures.
9. Take appropriate corrective action where there is evidence of sexual harassment.
10. **DOCUMENT EVERYTHING THAT YOU HAVE DONE AND MAINTAIN YOUR FILE FOR AT LEAST TWO YEARS.** Coordinate with your resource person regarding the maintenance of files past two years.
11. Monitor workplace/academic environment: equal participation; sexual innuendo and comments; jokes; graphics/posters/software.

***EXPLOITING INSTABILITY:
A MODEL FOR MANAGING
ORGANIZATIONAL CHANGE***

By

Debra Frank
Coordinator, Business/Management
and
William Rocks
Director-Respiratory Therapy
Allegany Community College
Cumberland, MD

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

BIOGRAPHY

Debra Frank has served as a Program Coordinator in the Business and Management Division at Allegany Community College in Cumberland, Maryland since 1986. At that time, she developed and continues to coordinate a Hospitality Management curriculum. She earned a Bachelor's degree in Nutrition from the Pennsylvania State University and completed a post-graduate dietetic internship at Shadyside Hospital in Pittsburgh, Pennsylvania. She is a Registered Dietitian and serves as a nutrition and food safety consultant to area health and service agencies, businesses, and WJJB Radio. She is chair of the Faculty Senate and is actively involved in faculty/staff development.

In 1995, she completed a year-long professional certification program through the Institute for Academic Leadership Development sponsored by the National Community College Chair Academy. A special interest that emerged from her work with the Institute was the development of a college-wide strategic planning process.

William Rocks served as the Director of Clinical Education for the Respiratory Therapy Program at Allegany Community College in Cumberland, Maryland from 1984 - 1988. Since 1988, he has been the Program Director for Respiratory Therapy. He earned his Master's degree in Health and Education from Frostburg State University and a Bachelor's degree in General Education from California State College. He received an AAS in Respiratory Therapy from Columbus Technical Institute and is a Registered Respiratory Therapist. He served as a Maryland Board Member of the American Lung Association and is actively involved in numerous other professional organizations. He is an instructor for Advanced Cardiac Life Support. He was recently elected to the Faculty Senate.

In 1995, he began the year-long professional certification program through the Institute for Academic Leadership Development sponsored by the National Community College Chair Academy.

EXPLOITING INSTABILITY: A MODEL FOR MANAGING ORGANIZATIONAL CHANGE

INTRODUCTION

The rapidly changing conditions in today's environment have placed unprecedented demands on organizational leaders. Nowhere is this more apparent than in educational institutions. Tighter funding climates, declining enrollments, increased competition, and major technological advances in product delivery are forcing leaders to examine the very essence of their organizations---their basic purpose, their identity, and their vision. In addition, leaders are recognizing that new directions must be explored while securing commitment from key players. The resultant change may appear to some as a force to be feared; to others, an opportunity to be seized.

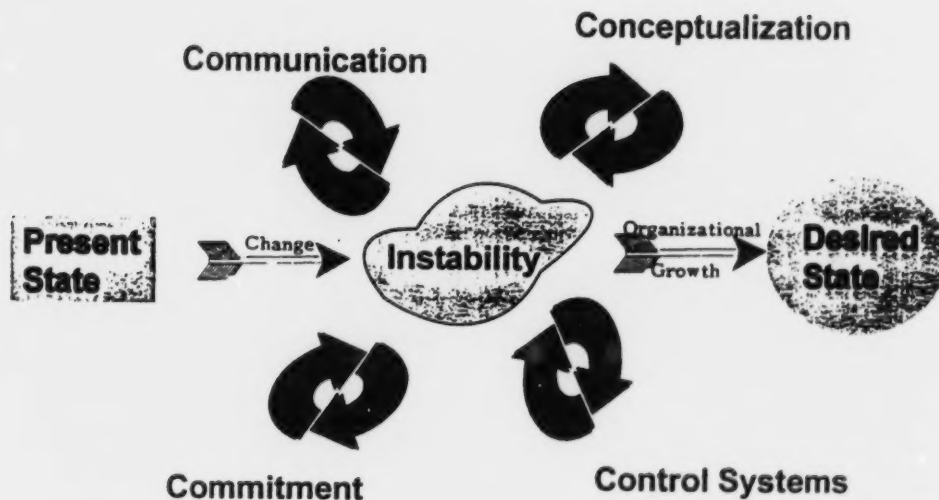
Inherent with any major change effort is some degree of instability and unpredictability. A new mind-set is emerging that recognizes this instability as an opportunity for institutional growth and development. It is no longer practical to assume that change will "just happen" with or without the support of stakeholders. Instability from change that is constructively and productively harnessed has both personal and institutional value. It is indeed a paradox that the more uncertain the environment, the more there is a need for a well-designed organization that is energized to thrive in such uncertainty.

A model for managing organizational change is emerging at Allegany Community College in Cumberland, Maryland. It is important to note that this model was not created in a vacuum in anticipation of a major change initiative. It is, rather, a product of "learning while doing". Components of the model that are found to be ineffective are being modified while new techniques are tried. The model itself, then, is part of the change process and is subject to continual review and revision.

As reflected in the following model, an organization passes through a transition state when changing from the present to the desired state. Feeding into and out of the transition should be:

- conceptualization
- communication
- commitment
- control systems

Should any one of the "Four C's" be neglected, the change process is likely to be ineffective, inefficient, or, worse still, sabotaged.



Model for Managing Organizational Change

(Frank and Rocks)

CONCEPTUALIZATION

Stakeholders must embrace the relationship of the parts to the whole and recognize that change perceived as negative for one area may in fact, be positive for the college. Individuals must be given the opportunities to view change from another's perspective. This is best accomplished through cross-college representation on most committees and task forces. Ad hocacy is frequently employed with special topics or problems, again with cross-college participation as appropriate.

All-college participation in the development of the College Vision, Mission, and Guiding Principles began the shared experience of a singular purpose or direction. This was accomplished with the expertise of a neutral outside consultant who was able to elicit input from many small groups of constituents. Any change initiative must be discussed within the parameters of the Vision, Mission, and Guiding Principles. This helps to move individuals from the narrow scope of their area to the broader perspective of the college.

In an effort to continue to develop conceptual skill, Planning and Advancement Teams were created. All college employees are part of a team that is charged with developing strategic plans and conducting environmental scans. Natural divisions in the administrative side of the college were used to create some of the teams. For example, all Student Services areas were grouped together to form one team with a shared mission. Academic division/programs were also combined for planning and advancement purposes. The result is a sharing of different perspectives and a willingness to consider another's point of view. There is a general sense of "we're in this together" which helps to build strength and unity during a period of instability.

COMMUNICATION

In a fundamental change effort, normal communication practices and procedures have been found to be inadequate. Passive, one-way (downward) communication does not result in emotional commitment to change. Messages must be repeated often so that people hear and remember. A method to measure gaps between messages sent by top management and those received is suggested. Random employee opinion surveys, oral or written, can serve this purpose.

Active, two-way communication is a powerful adjunct to traditional communication and can help make change happen. The Speakeasy, an innovative technique for encouraging active communication, began at ACC several years ago. Every other month, all college administrators meet with individuals who have concerns, questions, or suggestions. Information discussed at the Speakeasy is published in the faculty and staff newsletter. Should someone wish to anonymously express a concern, he/she can present it in writing to an individual identified as the contact person for that building. Attendance at Speakeasy sessions has been good with much positive feedback received.

Other techniques recommended for strengthening active communication practices include: Planning and Advancement Teams; cross-college representation on committees and task forces; broad representation on the President's Council and the Planning Council. The President will meet with randomly selected employees for input on major issues, further bridging potential communication gaps. All full-time faculty and administrative units now have computers and electronic mail is often used to share information. Frequent "Reports to the Stakeholders" from the President keep all informed about anticipated changes and progress in reaching institutional goals.

The importance of developing innovative techniques for enhancing communication cannot be overemphasized. The more that individuals participate in the sharing of information and decision-making, the more likely it

is that they will embrace change initiatives. Effective communication is a prerequisite to changing attitudes and behavior and vital to fundamental change.

COMMITMENT

For stakeholders to share in the commitment to a change effort, certain attitudes and behaviors must be clearly evident in the organization's leaders. Leaders must be aware of signals that they send through behavior and act to align their behavior with the stated commitment. Additionally, leaders must support a "learn while doing" mode by investing in development and education. Top management should recognize that creating a college strategic plan with minimal input from the stakeholders does little to encourage ownership of fundamental change. Strategic planning should, in fact, be considered an integral part of organizational growth and development.

This year ACC has begun a new strategic planning process, enlisting the input of all college employees who are charged with development and implementation of operational plans for their respective area. The plans will be forwarded to the Planning Council for incorporation into a college-wide strategic plan. This process is in direct opposition to that done in many institutions where the college-wide plan is developed first and trickled down to constituents. Faculty and staff have been energized with the prospect of truly having a say in the future direction of the College.

Any hope of commitment to change must begin with examination and discussion of possible causes of resistance to change. Frank and open discussions allow leaders to engage the resistance and constructively deal with it. A series of workshops entitled "Surviving the Whitewater Experience: Change" and "Change....and How to Deal With It" have been offered on campus. The workshops included viewing "The Winds of Change" videotape and activities designed to have participants examine their own response(s) to change and how leaders can overcome resistance. Workshops such as these have proven to be invaluable as they have helped to strengthen the bond between participants and have generated techniques/suggestions for overcoming resistance to change.

CONTROL SYSTEMS

It is wise to create management systems and support services that are dedicated to managing change and monitoring progress in the change process. During the transition state, where all change takes place, resources and experts from across the organization should be identified that will "manage the management". It is critical for top management to pay attention to the process of change in addition to leading the change itself.

Planning and Advancement Teams, previously described, use their expertise to examine external forces and develop proposals for change. As part of the strategic planning process, operational plans are created that identify responsibility and accountability for the completion of tasks. An annual report will be prepared from each department/division that indicates progress in the change process. Key resource people are identified to provide counsel to areas struggling with plan development and/or implementation. Many plans die because of lack of implementation and a mechanism must be in place to assure that this does not happen.

Members of the President's Council, President's Staff, and Planning Council are frequently asked for advice and feedback pertaining to the change process and how it might be improved or strengthened. Organizational leaders are sensitive to managing change and deploying resources and expertise to assist in the transition.

SUMMARY

If today's organizational leader accepts that the future is unknowable, he/she is likely to recognize that stability, harmony, and predictability are not prerequisites for long-term success. Instability and crisis that naturally flow from change should be used in a positive way to generate new perspectives and provoke learning.

As an organization moves from its present state to the desired state, opportunities exist to secure commitment from stakeholders, develop/strengthen communication strategies, enhance conceptualization, and create control systems to monitor the change. These opportunities provide the basis for organizational growth and development and should be embraced.

***A FACULTY DRIVEN TEACHING
& LEARNING CENTER:***

***THE EVOLUTION OF A PROFESSIONAL
DEVELOPMENT VENTURE***

By

Helen Sablan
ABE Coordinator/Instructor
Tacoma Community College
Tacoma, WA

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

173

211

BIOGRAPHICAL SKETCH

Helen Sablan is the Adult Basic Skills Coordinator at Tacoma Community College in Tacoma, Washington. She coordinates the ABE/GED programs on campus and at several sites including the Pierce County Jail, the Tacoma Mall, and the Urban League. Helen has been with TCC for ten years, six of which were as Coordinator of the ABE/GED Program at the Washington Corrections Center for Women. She has coordinated and taught in ABE and GED programs on military bases, prisons, and community colleges for the past eighteen years.

At TCC, Helen is very involved in professional development for both full and part-time faculty. She has been instrumental in the successful development of the Teaching/Learning Center and is the coordinator of the Teaching/Learning Forum for staff and faculty. In addition, she coordinates a staff development program for the Para-educators (teacher aides) in the Tacoma School District. At the graduation ceremony for the TCC Class of 1995, Helen was honored with the Faculty of the Year Award of which she is very proud.

Helen has a B.S. from Winthrop College (now University) and a M.Ed. from Boston University. In June, 1995, she completed the Institute for Academic Leadership Development sponsored by the National Community College Chair Academy.

A FACULTY DRIVEN TEACHING AND LEARNING CENTER: THE EVOLUTION OF A PROFESSIONAL DEVELOPMENT VENTURE

Background Information

Tacoma Community College is a two-year public college established in 1965 to meet the higher education needs of people residing in the city of Tacoma and the Pierce County portion of the Olympic Peninsula. TCC is dedicated to providing quality educational programs in a dynamic learning environment. The college is accessible, comprehensive, and flexible, and it addresses the personal, professional, and social needs of its diverse population. Currently there are 7300 students enrolled with 3625 FTE's. The human resources of the college consist of 94 full time faculty, 254 part-time faculty, 116 permanent classified staff, 181 part-time hourly staff, 16 exempt professional staff, and 31 full time administrators.

Professional Development Program

Tacoma Community College has a comprehensive professional development program to serve the training and development needs of its employees. The goals of the program are based on the institutional goals of the college which are derived from its mission statement. These goals are:

- *To promote student success and instructional excellence through curriculum review and development and teaching innovation;
- *To increase professional development opportunities for college employees;
- *To build a positive working climate at TCC which includes participatory management, excellent communications, and team building;
- *To enhance institutional effectiveness through planning, research, evaluation, and resource development.

Three major constituent groups provide the ongoing planning for training and development for the college professional development program and include: the faculty professional development committee, the classified staff education and training committee, and the management council. The emphasis in this report will be on the faculty professional development committee's role in the development of the Teaching/Learning Center and some of its projects. (See attached diagram)

Faculty Professional Development

The college's faculty professional development committee is coordinated by a faculty development coordinator who is given re-assigned time from teaching to direct the program's activities. The coordinator reports directly to the Vice President of Academic Affairs.

The program is largely directed by faculty which is one of the primary reasons for its success. The coordinator depends on the expertise, talents, and enthusiasm of the committee members to develop a program of activities. The committee is comprised of faculty representatives from each division on campus and three instructional administrators. The committee generates ideas for faculty development, provides direction to the programs, and serves as a communication link between the faculty and the Vice President. Many campus-wide activities have come out of this committee such as the Faculty and Staff Learning Community, the Teaching/Learning Forum, and the Teaching/Learning Center.

The Teaching/Learning Center

The Teaching/Learning Center at TCC in 1994 was a significant milestone for faculty development at the college. The faculty had talked about such an idea and set forth to visit selected Teaching and Learning Centers in the Pacific Northwest. Administrative support was secured and May 31, 1994, marked the ribbon cutting of the Center. The primary mission of the Teaching /Learning Center is to enhance the quality of the teaching and learning process at the college. Following are the objectives of the Teaching/Learning Center:

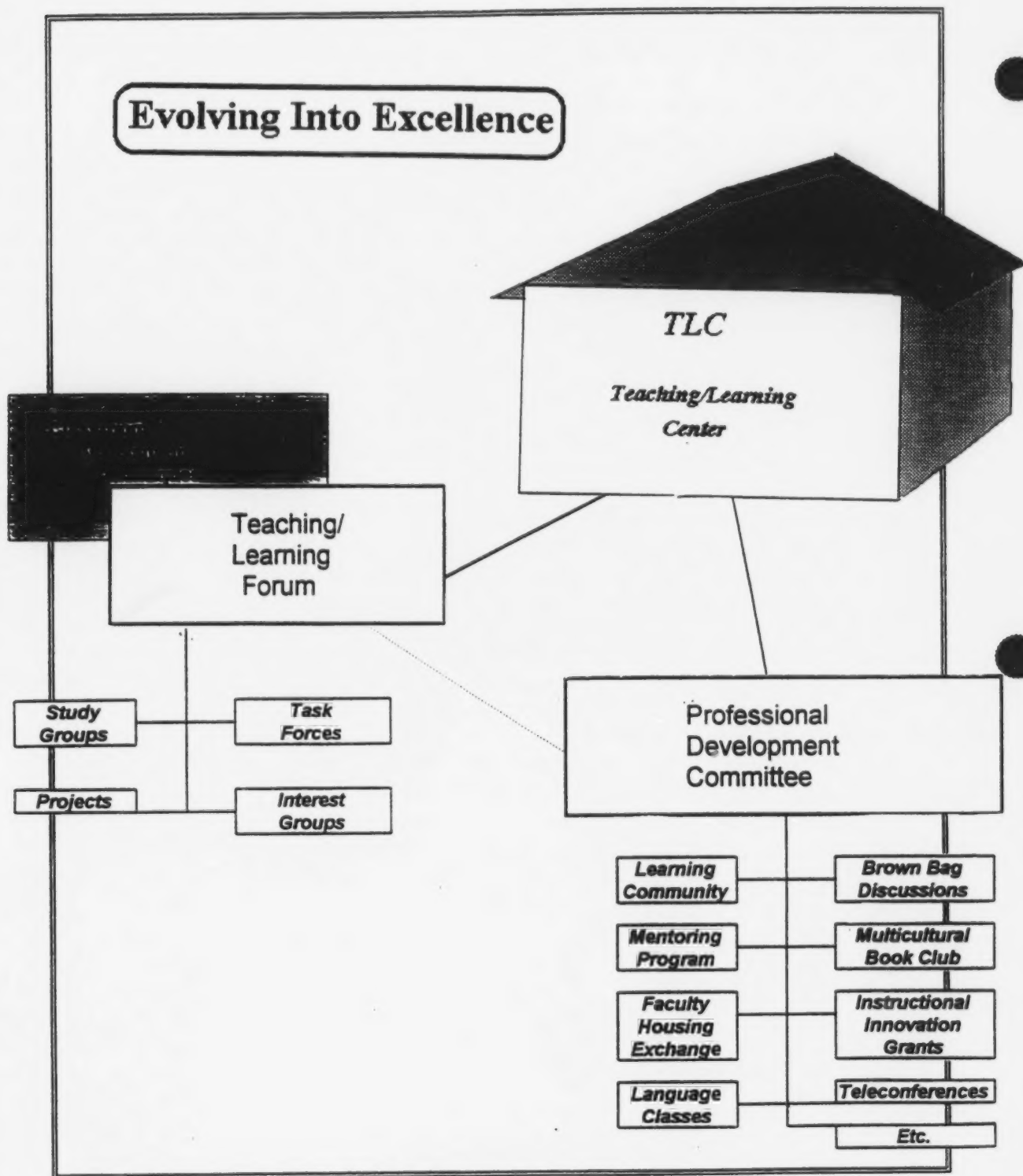
- *Build a resource of materials; develop a catalog of proven instructional techniques; research available technologies; provide a bulletin of local and national workshops and other professional activities.
- *Provide staff, equipment, and space for researching the application and evaluation of alternative instructional systems (i.e. classroom assessment techniques and writing across the curriculum).
- *Coordinate on-campus activities for the benefit of faculty and staff (i.e. seminars, workshops, multicultural and academically diverse issues, and new faculty mentoring program).
- *Provide video and teleconferencing facilities.
- *Provide specialized computing resources such as document scanning, color printing, desktop publishing, and multi-media presentations.
- *Provide communications connections to networks such as Internet, BitNet, and ISAAC.
- *Facilitate a system of recognizing and rewarding faculty for accomplishments in professional development and instructional improvement.
- *Support professional development activities such as the Teaching/Learning Forum, the Learning Communities, Brown Bag Discussions, Multicultural Book Club, and other ongoing interest groups.

The Teaching/Learning Forum

The Teaching/Learning Forum is a unique aspect of professional development and one that is closely related to the Teaching/Learning Center. The Forum was born out of the need for faculty conversation and discussion about instructional issues and for sharing successful teaching and learning techniques. It first began with a group of faculty interested in classroom assessment, but later blossomed to include discussions on any issue directly related to student success, teaching, and learning. Part-time instructors and instructors at off-campus sites were encouraged to attend, and they have taken an active part. The Forums have been a success as indicated by the doubling of participation from the first to the second year. Prior to the Forum, there was a noticeable lack of a process or group to deal with instructional issues for the larger college community. The Teaching/Learning Forum has met this void in the college processes. Both the faculty and administration use this forum as a basis for college decision making affecting instructional policy, program, and services. In addition, the Forum has provided a time and place for faculty to talk about experiences they are having with teaching and learning. Still another benefit voiced by part-time faculty is the opportunity to meet with full time faculty in discussing these issues.

Summary

Tacoma Community College is very fortunate to have such a variety of professional development activities and great support from administration. Because the Teaching/Learning Center has become the focal point and its director the organizer of these activities, faculty are participating in record numbers and are becoming more involved in campus wide issues and decision making. The TCC Professional Development Program definitely has its strengths. The NCSPOD Institutional Merit Award (for small colleges with less than 4000 FTE) presented to Tacoma Community College at the 1995 NCSPOD Conference is a tribute to the success of the College's professional development efforts and its Teaching/Learning Center.



***FACULTY PERFORMANCE REVIEW
AND EVALUATION:***

PRINCIPLES, GUIDELINES, AND SUCCESSES

By

Ann Ackerman
Dean, Science/Math
Oklahoma Community College
Oklahoma City, OK

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

179217

ANN ACKERMAN

EDUCATION:

- B.S., Mathematics, Oklahoma State University, 1972
- M.Ed., Mathematics Education, University of Oklahoma, 1974
- Ph.D., Mathematics Education, University of Oklahoma, 1980
- Postdoctoral Work, Computer Science, Central State Univ., Edmond, 1982-83

EXPERIENCE:

- Oklahoma City Community College, 1977 to Present. Dean of Science and Mathematics, 1993 - Present; Division Director of Science and Mathematics, 1989-1993; Professor of Mathematics 1977-1989
- Yukon Public Schools, Yukon, Oklahoma, Mathematics Teacher, 1972-77
- Southwestern Bell Telephone, Oklahoma City, Engineer, 1972

PROFESSIONAL ORGANIZATIONS AND ACTIVITIES:

- Oklahoma State Alliance for Minority Participation in Science, Mathematics and Engineering, Executive Committee, 1990 - Present, President-Elect, 1993 - Present
- National Science Foundation Alliance for Minority Participation Grant, CO-PI, 1994, \$5 million
- Coalition for the Advancement of Mathematics Education in Oklahoma, Board of Directors, 1991 - Present
- Oklahoma City Public School Foundation, Board of Trustees, 1987 - Present
- Applications in Mathematics for High School Students (A project funded by an EESA grant), Director, 1989, Administrative Coordinator/Fund Raiser, 1990 - Present
- Summer Academies for Mathematics, Science and Multidisciplinary Studies (A Project funded by Oklahoma State Regents for Higher Education), Administrative Coordinator, 1990 - 1995, Grants Review Committee, 1990 - 1995
- Oklahoma Association of Community and Junior Colleges, President, 1986-87
- National Council of Teachers of Mathematics, Speaker at 1 regional and 4 national conventions
- Inservice Workshop Leader: Oklahoma City Public Schools; Konowa Public Schools; Wewoka Public Schools; Putnam City Public Schools; Bartlesville Public Schools; Oklahoma State Department of Education
- American Mathematical Association of Two-Year Colleges, Speaker at national convention
- North Central Association of Colleges and Schools, Evaluation Team Member for Edwards Elementary School, 1989, and Wilson Elementary School, 1990

HONORS AND AWARDS:

- Region 3 Outstanding Community and Technical College Chair, National Community College Chair Academy, 1995.
- Distinguished Leadership Award, National Association for Community Leadership, 1992 and 1993
- Oklahoma City Community College Employee Award for Excellence, 1993
- Leaders, A Professional Development Project for Women Administrators in Higher Education, National Institute for Leadership Development, 1992
- Outstanding Citizen Award, South OKC Chamber of Commerce, Public Education Committee, 1989

PUBLICATIONS:

- "AIM-HI Oklahoma" The Mathematics Teacher, Vol. 84, No. 5 (May 1991), 409-410
- "Using a Calculator" The Mathematics Teacher, Vol. 83, No. 2 (Feb. 1990), 83-84
- "Problem Solving With a Calculator" The Oklahoma Mathematics Teacher, (Spring 1989)
- "A Mathematics Department Newsletter" The AMATYC Review, 10 (Spring 1989), 33-34
- "The Effect of the Use of the Calculator on Mathematics Anxiety in College Algebra Students", The AMATYC Review 4 (Spring/Summer 1983), 20-25
- Executive producer of the following video presentations: "Problem Solving: The Pizza Paradox," aired Oct. 13, 1989, on OETA, Okla.'s public TV network; "Planning a College Education," aired November 3, 1989, on OETA.

Faculty Performance Review and Evaluation: Principles, Guidelines, and Successes

I. Introduction

A comprehensive performance appraisal program is necessary for any college to maintain a high standard of excellence, effectiveness and accountability. For this program to work, some significant balances must be maintained:

1. It must be a program in which the Board of Regents, the President, and the College faculty and staff have confidence.
2. The program must be administered and maintained primarily by the President and the Director of Human Resources in a way which reflects the will of the Board and meets the defensible needs of the college.
3. The program should serve as a source of encouragement for employees to pursue excellence with the knowledge that there is in place a systematic approach to performance appraisal.
4. Flexibility to accommodate the changing needs of the college must be a feature of the program.

II. Purpose

A college reviews the performance of its faculty using established, fair and consistent procedures considering obligations, agreed-upon objectives and performance standards. Performance reviews and evaluations are conducted on a regularly scheduled basis to support the college's philosophy of accountability, thereby recognizing quality of performance and encouraging its improvement. The purposes of these evaluations are to:

1. Assess individual job performance.
2. Encourage the highest quality of job performance.
3. Reward performance which meets or exceeds the established performance criteria.
4. Identify individual knowledge, skill and attitude development needs to support job performance.

5. Clarify future performance expectations, goals and priorities of the faculty and chair or dean.
6. Maintain effective communication between faculty and chair or dean in improving methods and procedures used in performing the work.

III. Principles

Certain principles or guidelines should apply in all areas covered in the faculty evaluation process. Some of these are as follows:

EVALUATION IS DEPENDENT UPON SHARED RESPONSIBILITY AND RIGOROUS PROFESSIONAL JUDGMENTS.

Fundamental to successful evaluation is the recognition and acceptance of shared responsibility. Prior to the formal evaluation conference, the faculty person completes a self-evaluation and the dean completes an evaluation of the faculty person, each using a common instrument. At the conference, full consideration is given by each party to both evaluations. At the conclusion of the conference, the dean draws conclusions and renders a summative statement and rating of the faculty person's performance for that period.

ONLY AGREED TO ITEMS ARE EVALUATED.

Inherent within the evaluation philosophy is that a faculty person is evaluated upon what he/she has agreed. These agreements are made in several ways.

1. When a faculty person accepts employment with the college, he or she agrees to:
 - a. Support and promote the functions, philosophy and goals of the college as outlined in the college master plan.
 - b. Abide by the procedures as outlined in the procedures manual.
 - c. Fulfill the role and duties outlined in the job description for a faculty person.
2. At the beginning of each year, a contract is signed which includes the projected teaching load and any general or special objectives.

3. During the course of a year the faculty person and dean may reach other specific agreements, the content of which may be properly included in the evaluation.

EVALUATION DEALS WITH QUALITY RATHER THAN QUANTITY.

The evaluation process deals primarily with the quality of a person's performance. The workload process deals primarily with the quantity. Quantity enters the evaluation process only in regards to the amount produced as compared with the amount one agreed to produce.

IV. Process

Faculty performance review is an on-going process that relies heavily on the mutual involvement of the faculty person and the dean.

Prior to the evaluation period, the faculty person and dean will have discussed goals, expectations, activities, and areas of emphasis for the upcoming year. The level of emphasis for each performance categories will be determined by mutual agreement. Examples of performance categories might be Instructional Effectiveness, Professional Development, Instructional Programs, and College and Professional Activities. The performance indicators and sources of input that will apply to each performance category will also be determined.

Throughout the evaluation period, the faculty person and dean will discuss matters related to performance as the need arises. Either the faculty person or dean may request a mid-year performance review conference. Mutually agreed upon changes in goals and expectations may be made as a result of a mid-year conference. The faculty person and dean will discuss any input obtained to that date that relates to performance. Any strengths or concerns that have been identified by either person will be discussed and recorded at this conference.

The annual performance review and evaluation conference will take place at the end of the evaluation period. Each performance indicator will be reviewed using standard and agreed upon sources of input, the faculty person's self-evaluation, and the dean's observations. Each performance category will be evaluated and assigned a performance rating in accordance with the College performance appraisal program. An overall rating will be determined in accordance with the College performance appraisal program.

Performance appraisals may be appealed by a faculty person by requesting a follow-up conference with the dean. If not resolved, the faculty person should submit a written statement of the case to the Director of Human Resources. A performance review hearing committee will be formed. The review committee's function is to ensure that the faculty member was treated and evaluated fairly and not to change the performance rating. The review committee will report its findings to the Vice President who will make the final decision in the matter.

***FROM TEACHING TO LEARNING, FROM MANAGING
TO LEADING:***

FACILITATION SKILLS TO BRIDGE THE GAP

By

Karen Barr
Trainer, Business & Industry
North Central Technical College
Wausau, WI
and
Beth Dailey
Dean, Lakeland Campus
Nicolet Area Technical College
Rhineland, WI

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

185

223

Karen Barr Biography

Karen Barr is a trainer with Northcentral Technical College's Center for Business and Industry.

She provides customized training including assessment, design, development, and delivery for business and industry within the ten county Northcentral Technical College District service area. Karen provides a variety of training which includes, team building, supervisory leadership, continuous quality improvement, and a number of related human resources development areas.

Karen's experience also includes consulting and facilitation in a number of areas such as strategic planning, group dynamics/processes, organizational changes/design, and training program planning.

Her business experience includes manufacturing management, administrative/training management position, and small business management. She was a corporate trainer for programs in interpersonal, supervisory, and leadership training with a Fortune 100 company.

Karen holds a bachelor's degree from the University of Colorado in business/marketing, and MBA from the University of Central Florida, and a master's degree in adult education from the University of Toronto.

Beth A. M. Dailey Biography

Beth Dailey is the Dean of the Lakeland Campus and Outreach Education for Nicolet Area Technical College. In addition, she is facilitating the development of a regional telecommunications network connecting the college with eighteen secondary educational organizations.

Beth's experience also includes consulting and facilitation in the areas of team building, facilitation, continuous quality improvement, and leadership development.

Beth holds a bachelor's degree in allied health teacher education from Ferris State University and a master's degree in Educational Administration from Northern Michigan University. She is currently a graduate student at the University of Wisconsin - Madison.

" To paraphrase Einstein, imagination is more important than knowledge. If we teach with the sole idea of imparting knowledge then the learner is limited to our level of knowledge. If we enable imagination in the learner, then the learner can exceed our limits as a teacher. If we manage with the sole idea of controlling and directing the worker, then the worker is limited to our level of expertise. A challenge for organizations is whether they can be lead toward learning so that individuals, work teams, and the organization as a whole, can work in a fashion characterized by imagination; seeking performance beyond current limits of those who manage the organization.(Woolner, 1991)

Facilitation skills will be used by the transformational leader to cultivate collaboration when working with individuals and with groups of learners/employees. These concepts will assist groups of people with different skills in the creation of innovative solutions and products. For example: teachers and administrators from different technical colleges exploring the concept of shared programming using distance education or administrators and teachers from a community college collaborating with an employment agency, high school counselors and employers to plan career presentations for high school students. Facilitation skills will assist students as they collaborate on projects with students within their own classroom from different schools and different countries. Coaching, inviting feedback, validating and bridging and conflict interventions are some of the facilitation tools essential to the transformational leader.

Collaboration

Collaboration takes the word communication back to it's roots. The Latin verb *communicare* means "to share." Michael Schrage defines collaboration in his book No More Teams! Mastering the Dynamics of Creative Collaboration. He describes collaboration as " **the process of SHARED CREATION: two or more individuals with complimentary skills interacting to create a shared understanding that none had previously possessed or could have come to on their own.**" Michael Schrage describes the true medium of collaboration as other people. People who realize that they can't do it all themselves. They need the insights, comments, questions, and ideas from others. That other perspectives can add value to their own.

Collaboration is NOT treating people like jigsaw puzzles to be fit together in a grand vision and it is NOT teamwork. The key is not the individual talents of the group but the ability to integrate them. Creating something you don't know involves getting people's minds to interact as components of a larger mind - "a communal brain." Another key to collaboration is candor. The ability to attack ideas and to dissect them without having to deal with hurt feelings; in other words, depersonalized argumentation.

Covey (1995) states that "one of the paradigms of traditional 3rd generation time management is on the concept of independent achievement....When we see the true interdependent nature of most things we seek to accomplish, the true measure in improving our effectiveness is in creating conditions that develop

and empower the unique strengths abilities and endowments of the people with whom we share common purposes."

We can draw parallels between the changes in instructional theory and the changes in leadership theory. Research into adult learning by Stephen Brookfield, Malcolm Knowles and others challenge the assumptions that adults learn effectively when directed and lead by the teacher. The new leadership theories suggest that people in organizations perform more effectively when nurtured in an environment that promotes collaboration, respect and is founded in shared principles and values, versus one in which employees are directed and controlled in order to complete job tasks. These theories of adult learning and leadership suggest that what is needed in both the academic and administrative environments are facilitators - those individuals who are "not a judge, teacher or even a (task) leader, but an instrument to help people discover themselves" (Kaeter, 1995)

Facilitation

Primary facilitative functions include making interventions that help in task completion/content acquisition and group process/self - directed learning. Interventions are generally focused on process not content. Some types of interventions include:

- Interventions that cause individuals/teams/learners to examine processes and improve performance, focused on developing critical thinking skills.
- Interventions that encourage member participation, mainly in the form of critical questioning aimed at promoting reflective practice.
- Interventions that encourage problem solving and decision making. (Darraugh, 1994)

All true facilitation of learning and work necessitates the importance of being in tune to the situation in which the learner/worker may be at any point in time and then facilitating for that situation. For instance, in leading anyone to new knowledge, insight or job task, the facilitator must accurately assess readiness and current competence in the content area. Only then can the facilitator make the appropriate intervention. Laiken (1993) relates the facilitator's interventions in relationship to Tuckman's 1977 model of group development:

	Phases of Group Development (needs of group members)	Role of the Facilitator
Terminating the group's work	ADJOURNING • Creates apprehension, minor crisis • Regression in maturity level • Needing help in saying "good-bye"	DELEGATING/ SEPARATING • Supporting, letting go • Adjusting own leadership style • Helping group deal with termination
Functioning as an effective group	PERFORMING • Working productively toward shared goals • Problem solving and decision-making • Open communication, trust, respect • Dealing with conflict	SUPPORTING • Offering own resources, ideas • Sharing the leadership role • Being available for one-to-one consultation/coaching • Smoothing the interface between the group and the organization

Managing conflict,
establishing
"ground rules"

Dealing with
issues of power
and control

Developing a
positive working
environment

NORMING

- ♦ Resolving control concerns
- ♦ Establishing group agreement
- ♦ Catharsis, "honeymoon"

STORMING

- ♦ Consolidating influence
- ♦ Confronting dependency on leader
- ♦ Conflict among group members
- ♦ Work level low

FORMING

- ♦ Becoming oriented
- ♦ Developing commitment
- ♦ Needing direction
- ♦ Wanting to be accepted, included

COACHING

- ♦ Surfacing issues, legitimizing con
- ♦ Facilitating communication, mana
- ♦ Inviting input and feedback sharin
- ♦ Expecting and accepting tension

DIRECTING

- ♦ Climate setting
- ♦ Clarifying roles, expectations
- ♦ Defining goals, providing structur
- ♦ Group-building

Creating a shared understanding differs from merely exchanging information in tone, attitude and tools. Facilitation skills are tools that a transformational leader can use to help cultivate collaboration in the classroom and within the organization. These skills include: the ability to refocus on the issue, validating and bridging, using the energy of the group, inviting input and feedback, conflict interventions, climate setting, coaching and active listening.

Facilitative Skills

Ability to Refocus on the Issue: The leader/facilitator has the responsibility and function of removing obstacles to participation. If the group gets bogged down in specifics, move on to generalities. When the group gets stuck on generalities, move them to specifics. This can be done by asking open-ended questions, those beginning with: what, where, why, or how. These questions will prompt for more information. An example is: "We seem to be discussing details, what is the big picture issue that we are talking about?"

The group may also get stuck on an issue that does not relate directly to the objectives. If this happens, take a few minutes to record the key points of the issue on a flip chart or chalk board. Discussion on an issue can also lose focus due to different interpretations of the words used. Take the time to operationally define key words.

Validating and Bridging: The purpose of validating and bridging is to refocus the group on its objective or to move from one topic to the next. The leader could stop and summarize what has been said or ask someone else in the group to summarize. After summarizing, move on to the next question or activity. Do not allow people to begin discussing ground already covered unless the group insists on doing so. If it would be counterproductive for the group to move on then a process must be determined to allow the group to complete its work.

Bridging consists of first summarizing the previous work and then explaining to the group what is going to happen and how it relates to the previous activity and objectives. Another sort of bridge is a short break before the next activity. Bridging can take place during a discussion as well. Point out how one person's comment relates to another to provide a kind of "glue" holding together a lot of different points.

Using the Energy of the Group: The facilitator is faced with the challenge of giving everyone equal opportunity to participate, to be heard and to listen, regardless of differences. Dialogue and interaction among participants needs to be encouraged. Loud and fast talkers will not require you to ask many open-ended questions. The quiet and soft spoken may not contribute until you invite them by name to share their thoughts. Capitalize on differences among group members for the common good of the group and tap the group's reservoir of knowledge, experience and creativity.

Inviting Input and Feedback: Encourage the group to evaluate its own progress or development. Mirroring allows the leader to help the group monitor itself. For example, the leader may mention that the group is commenting only on the disadvantages of a particular alternative. Sort, organize and summarize group inputs or get the group to do so (content). Or the leader might observe that, whenever someone brings up a radically different viewpoint, the rest of the group ignores the person (process). The leader may also mirror a ground rule that the group is violating: "Even though we agreed to hear each other out, there is a lot of interrupting going on. How does this affect the group?" Another way to mirror is to ask the team members to comment on how the team/class is progressing.

Climate Setting: It is necessary to break down competition and focus on collaboration, "to create an atmosphere that honor the spirit of inquiry. People will take the route of safety. They won't experiment if they don't feel safe." (Kaeter 1995) Therefore, setting the right climate to facilitate collaboration is critical. Physical, psychological and social behaviors and actions that inhibit learning and participation must be removed. Beyond consideration of physical room and workstations arrangements, the psychological and social aspects are very important, since the facilitator has the most control over these. Some climate setting techniques include setting consensual ground rules, sharing expectations and encouraging social interactions outside of work.

Coaching: Facilitators need to provide both support and challenge for the learner/worker. Through careful questing and listening the facilitator draws out of the individual that which the person already knows. This is not manipulation but an activity aimed at developing critical thinking and problem solving techniques. One difficulty in coaching is the feeling that teachers/managers must provide answers and be all knowing. This can lead to a tendency of telling vs. questioning. Coaching is effectively used in supporting others' initiatives, challenging them in new assignments, and in destroying paradigms.

Active Listening: Although listening is the first communication skill we learn and the one which we rely on most often, very few people have had any training or education on active listening skills. This is a vital component of the facilitation skill of coaching. Facilitators must be skilled at listening with their eyes and emotions, as well as with their ears, as up to 90% of a speaker's intended

message is "sent" outside of the verbiage. Name feelings that you sense when speaking to a learner or worker. Practice paraphrasing messages and summarizing periodically throughout discussions to ensure that you are receiving the intended message in its entirety. Capitalize on thought speed: Constantly relate your thoughts to what the speaker is saying. Resist distractions such as answering the phone, intense note taking and visual distractions.

Conflict Interventions: Individual and group resolution of conflict is a challenging facilitation skill. It is the role of the facilitative leader to help individuals to acknowledge frustration and anger, surface and manage conflicts and resist trying to solve problems or encourage resolution of conflict prematurely. Knowing when to make interventions requires recognizing whether or not the conflict is functional. Conflict that exists due to differences in perspective and critical analysis of ideas and issues is healthy. It should be allowed to run its course. Conflict which is dysfunctional, such as attacking people, personalities, and creating barriers to reaching organizational or learning goals requires skillful intervention. Allowing all parties involved in the conflict to speak openly and ensuring that all listeners "hear" the conflicting views is the most critical intervention. Use of the previously mentioned ground rules helps to establish the climate for successful conflict interventions. Using negotiation (give and take) models or working toward a totally new solution requires the facilitator to model the problem solving skills which will allow individuals to resolve their own future conflicts.

Summary

The classroom the environment is changing from one of teacher-centered to student-centered. The task of the student goes beyond content learning to interpersonal, leadership, and group-membership skills. The teacher will need to use facilitation skills in function as the "guide on the side" in order for collaborative learning to take place.

In this age of complex problems, opportunities and environments, partnerships make sense. Many community college's today reference the need to establish partnerships in their strategic plans. Partnerships will be important for our survival. But do we understand the meaning of collaboration and do we have the facilitation skills to establish true collaborative relationships?

BIBLIOGRAPHY

- Covey, S., First Things First (audio cassette), 1995, Simon & Schuster.
- Darraugh, B. (Ed.), How to Facilitate, June 1994, Infoline Publication, American Society for Training and Development.
- Kaeter, M. "Facilitators More than Meeting Leaders", Training, July, 1995, pp. 60-64.
- Katezenbach, J. and Smith, D., The Wisdom of Teams. Creating the High Performance Organization, 1993, McKinsey & Co.
- Kouzes, J. and Posner, F., The Leadership Challenge: How to Get Extraordinary Things Done in Organizations, 1987, Jossey-Bass, Inc.
- Laiken, M. "The Myth of the Self-Managed Team", May 1993. Paper presented at the Annual Information Exchange of the Organization Development Institute, Wisconsin.
- McKaeachie, W. et. al., Teaching and Learning in the College Classroom: A Review of the Literature, second edition, 1986, the regents of the University of Michigan.
- Miller, L. and Howard, J., Managing Quality Through Teams, c. 1991, Miller Consulting Group, Inc.
- Rees, F., How to LEAD Work Teams: Facilitation Skills, 1991, Pfeiffer & Company.
- Rouche, J., Baker III, G. and Rose, R., Shared Vision: Transformational Leadership in American Community Colleges, 1989, Community College Press.
- Schrage, M., No More Teams! Mastering the Dynamics of Creative Collaboration, 1995, Bantam Doubleday Dell Publishing Group, Inc.
- Wollner, P. Integrating Work and Learning: A Developmental Model of the Learning Organization, October, 1991. Paper presented at the Annual Conference of the Commission of Professors of Adult Education, Montreal, Quebec.

***A FUNNY THING HAPPENED ON THE WAY
TO THE FUTURE:***

REGENERATING OUR ACADEMIC INSTITUTIONS

By

Kenneth Robson
Dean, Arts
Mount Royal College
Calgary, Alberta, Canada

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

193

231

Biography

Ken Robson has been an instructor and department chair in English, and for the past eight years has been a dean at Mount Royal College in Calgary, Alberta. He has extensive practical experience in planning, budgeting and negotiations. He is a facilitator for the NCCCA's Institute for Academic Leadership Development, and he is a contributing editor of *Academic Leadership*. He is currently on leave at the University of Nebraska-Lincoln where he is enrolled in the doctoral program in higher education leadership.

A Funny Thing Happened on the Way to the Future: Regenerating Our Academic Institutions

Introduction

This paper discusses the relationship of strategy formation and planning formulation to change as it applies to organizations and, especially, to institutions of higher education. The paper provides an account of the "muddle" of planning theory and practice; its precarious status in education; and the current state of its development and application. The paper concludes with some practical suggestions for implementing an effective strategic planning process in higher education. This discussion is timely because the speed and scope of change are forcing upon even the least foresightful of organizations the imperative of developing a coping strategy. As we shall discover in what follows, those who cannot imagine the future may not have one.

In the Muddle of Planning

Future generations interested in our little portion of history will no doubt be fascinated by our preoccupation with change--still so novel to us--and our various ingenious strategies for contending with it, controlling it, and consenting to it. Among the artifacts they will undoubtedly examine will be the extensive literature on planning which constitutes our unique contribution to the art and science of anticipating and predicting the future.

The development of modern planning theory and application has been both contentious and inconsistent. Each new announcement of a breakthrough in planning, it seems, has been countered by an admission of a breakdown. While views of the efficacy of various planning theories differ considerably (Mintzberg, 1994), there is general agreement on the stages of planning's development dating back to the 1950s (Norris and Poulton, 1987). Planning originated as a management function and responsibility. Those "in the know" were considered best able to chart the course for the entire operation. In a variant on Warren Bennis's oft-quoted aphorism, managers were assumed not only to do the right things, but to do them right. That, presumably, is why they had been promoted into their positions of authority.

These managers had a propensity to manage by fiat rather than by consensus. Therefore, when they eventually required assistance in dealing with the growing complexity of their organizations, they turned, not to their employees, but to "experts." By the 1960s a veritable phalanx of analysts, statisticians, and strategists were providing the rationales for the major planning decisions. These were the halcyon days for managers and planners who oversaw the steady growth of their organizations by calmly extrapolating from the past in order to secure the future. Managers and planners constituted a self-supporting system based upon the rational analysis of observable data. What they would soon discover, however, is that what they did not know would hurt them.

The 1970s brought the first wrenching dislocations which have since become ubiquitous in our environment. The OPEC-induced oil crisis signalled the death of the illusion of steady and predictable growth, and with it the presumptions of the rational planning model as it had been conceived in the previous two decades. As early as 1973, one of planning's most percipient critics, Aaron Wildavsky entitled an article, "If Planning is Everything, Maybe it's Nothing," and concluded his indictment of formal planning by claiming that "planning is not so much a subject for the social scientist as for the theologian" (153).

Planning became a discredited activity for many reasons, but principally because it remained obdurate in the face of change. It became so convinced of its rational prowess that it could not see its own fundamental irrationality. As the political philosopher Michael Oakeshott has noted, rationalism is "without the power to correct its own shortcomings; it has no homeopathic quality; you cannot escape its errors by becoming more sincerely or more profoundly rationalistic" (quoted in Mintzberg, 1994, 151). The inflexibility of rational planning made it one of the early and conspicuous casualties of the change process. By the early 1980s, however, planning was attempting a comeback as "strategic planning." In his editorial to a special issue of Long Range Planning (June, 1983) devoted to the ailments of planning, Ian Wilson asserted that planning "is [now] moving away from the spurious certainty of 'single-point future' forecasting toward a frank recognition of the uncertainties inherent in structural change. It believes more in the diffusion of strategic thinking throughout the organization than in the narrow channeling of strategic planning through specialist staffs" (3).

The dilemma for planners and for managers who rely upon their analyses is that, by its very nature, planning is an act of decomposition. Wholes are divided into their parts for purposes of analysis and are then later recombined in the form of a "plan." The difficulty arises when the newly created whole is not only less than the sum of its parts, but is not even an accurate representation of them. Therefore, the ongoing challenge for planners has been to find "a balance...among the intuition, judgments, values and analytical processes of decision-making in planning so that the planning climate may be congenial to creative, conceptual, enthusiastic thinking" (Steiner, 1983). This process is what Henry Mintzberg refers to as "planning on the left side, managing on the right" (1989).

Rational planning, then, which had been in the ascendant in the decades following World War II, was in retreat through the 1970s, and began slowly to regroup around the idea of strategic planning in the 1980s. Rational planning had been too much concerned with tactics, or how to get things done, but had hardly been concerned with strategy, or what needs to be done. Planners had had to concede that planning must be a recursive rather than a linear sequential activity, and that change now requires structural rather than merely incremental responses. Having absorbed these painful lessons, planners proceeded to shift their focus to strategic issues. Before considering the current state of the theory and practice of strategic planning, however, it would be useful to consider how this "muddle" has affected higher education.

Applying Lipstick to a Pig

It would be a gross understatement to say that higher education has been resistant to planning. Nor are the reasons difficult to identify. The rapid growth of higher education immediately following World War II set institutional agendas across the nation. Resources flowed to institutions to accommodate their burgeoning growth. What systematic planning did occur tended to focus on the size of the increment necessary to accommodate rising demand. However, a deeper and more profound reason for higher education's resistance to planning can be found in its very nature. American colleges and universities are loosely coupled, open systems with multiple and poorly defined goals, unclear links between means and ends, political decision-making processes, and relatively autonomous, professionally staffed subunits that often cannot or will not carry out activities suggested, or even mandated, by institutional-level

administrators (Cohen and March, 1974; Birnbaum, 1988; Schmidtlein & Milton, 1989).

Higher education has experimented with a number of planning approaches intended to introduce more quantifiable data into decision-making processes. Dating back to the late 1960s and 1970s a number of government supported initiatives, notably the National Center for Higher Education Management Systems (NCHEMS), and privately sponsored projects such as the Exxon Education Foundation's Resource Allocation Management Program and the Ford Foundation's Program for Research in University Administration attempted to develop the tools and techniques required for planning and allocation decisions. In addition, numerous other highly structured planning and management processes were advocated. These included Planning, Programming, Budgeting Systems (PPBS), Management by Objectives (MBO), and Zero-Based Budgeting (ZBB) (Schmidtlein & Milton, 1989). However, the experience with these systems was, for the most part, highly unsatisfactory. Among the major reasons for their failure were their complexity and time-intensity, their unsuitability to the organizational culture, and the perceived mismatch between the promise of planning and its performance. Compounding these problems was the relative abundance of resources which tended to make planning a lower order institutional priority. As one observer put it, the job of the finance division was to go and get the funds, and the job of the academic division was to spend them.

Not surprisingly, then, in their seminal study of presidential leadership, Cohen and March (1974) devote only four pages to the role of planning and their conclusion is that, while presidents pay lip service to the need for planning, they barely engage in the activity. In summarizing their results, Cohen and March listed four typical responses to their questions about planning:

1. Yes, we have a plan. It is used in capital project and physical location decisions.
2. Yes, we have a plan. Here it is. It was made during the administration of our last president. We are working on a new one.
3. No, we do not have a plan. We should. We are working on one.
4. I think there's a plan around here someplace. Miss Jones, do we have a copy of our comprehensive 10-year plan. (113)

Consistent with their view of universities as "organized anarchies," Cohen and March saw planning as far less an instrumental activity than a public relations exercise. This view is reflected in the four roles they ascribe to planning: symbol, advertisement, game, and excuse for interaction. It is small wonder, then, that they propose that presidential leadership be based upon "sensible foolishness."

Cohen and March's theory of academic indeterminacy has continued to influence the way many people within and outside of higher education view the enterprise. By the early 1980s, however, in response to dramatic changes in its environment, higher education began to explore alternatives to its customary manner of operating. In a work that has remained a standard reference on academic planning, George Keller (1983) warned that "a specter is haunting higher education: the specter of decline and bankruptcy" (3). Keller's message provided cold comfort to higher education. His litany of the ills besetting this most stable of all organizations pointed to the urgent need to shake off the complacency that had overtaken higher education. In particular, he criticized higher education's lack of strong leadership, its inattention to financial management, and the absence of a strategy informed by developments outside of individual institutions.

Keller's treatment plan for higher education included three prescriptions: a renewed emphasis upon management; the development of a comprehensive academic strategy along the lines developed by the Boston Consulting Group; and a revitalized governance process. Despite his stern warning about the failing health of higher education, Keller remained confident that the will and the way would be found to avert the catastrophe that awaited the system if it would not or could not change. In an obvious rebuke to the "organized anarchy" proponents, Keller concluded that "the transformation of American higher education from "garbage can" administration to strategic management is under way" (177).

Saying it does not necessarily make it so, however, as subsequent developments would demonstrate. In retrospect, the 1980s can best be viewed as a period of transition in academic planning. Despite his early confidence that a groundswell of change was under way, Keller sounded more cautious in a later interview. Among the lessons he claimed to have learned in the intervening period was that "strategic planning works best when either crisis or lust is present (*AAHE Bulletin*, 1988, 5). The message is clear: unless circumstances force changes upon institutions, they will persist in their slow, incremental adaptation to their environment.

In subsequent articles (1989; 1994) Keller has continued to emphasize the significance of the changes affecting higher education, and has pointed to his earlier solutions as still being the most effective means for institutions to respond to the need to plan for change. However, while his basic argument still has considerable merit, particular features are less persuasive. For example, he tends to subscribe to the "great man" theory of leadership (and his examples are all men); he disregards the potential impact of the quality movement, especially in what it implies for empowerment and continuous improvement; his planning model is static rather than dynamic, and it fails to include processes for creating a vision or for revising the strategy. Finally, his proposal for a revitalized governance system in the form of Joint Big Decision Committees (JBDCs) has met with only limited success to date (Yamada, 1991; Corak, 1992; Schuster, Smith, Corak, & Yamada, 1994).

After a decade of turbulence in higher education, and after considerable research into "how colleges work," the 1980s failed to produce a consensus regarding how best to cope with the accelerating forces of change. In fact, just as the decade had opened with Keller's rationalist challenge to the relativism of Cohen and March, the decade ended with a succession of works by Robert Birnbaum whose research supported the earlier view of colleges and universities as "organized anarchies." In such an environment getting even a majority to agree to a single course of action is like trying to apply lipstick to a pig. You are apt to miss the mark and make a mess in the process. In his influential *How Colleges Work* (1988), Birnbaum devotes less than a page to planning and dismisses Keller's notion of developing a purposeful academic strategy. In a related publication (1991), Birnbaum takes issue with Keller's prediction that JBDCs will lead to more rational and planned decisions in higher education.

The views of these two writers could not be more divergent. Whereas Birnbaum views colleges and universities as anarchies which are nevertheless organized at a deeper level, Keller appears to view them as inherently rational enterprises which have become disorganized largely through a failure in leadership. While, arguably, the debate between these two opposing positions has yet to be resolved in favor of one or the other, the outlines of the respective positions and the consequences of each are becoming much clearer as higher education proceeds through the 1990s.

Beyond Chaos

The pace of change has so accelerated that even the most reluctant of organizations have had to develop strategies for coping with radical discontinuities in their environment (Cameron & Tschirhart, 1992; Massy & Meyerson, 1992; Dill, 1994). The forces of globalization, miniaturization, and competition, to mention but a few change agents, are leading to a greater convergence between private and public enterprises. Businesses are becoming learning organizations while colleges and universities are becoming competitive. Both are looking for ways to generate greater energy and innovation in their organizations, and both are focused upon serving their customers better. Despite some arguments to the contrary (Mintzberg, 1989, 1994), the ways that business and higher education are responding to the challenges posed by rapid change are coming to resemble one another more and more. While their new strategies for dealing with the ever present uncertainties within their environment are continuing to evolve, some discernible features are beginning to emerge.

In Competing for the Future (1994) Hamel and Prahalad explain how corporations responded to adverse economic conditions first by restructuring, then by reengineering, and finally by regenerating or reinventing themselves. The distinctions are by no means trivial. In the restructuring phase organizations implemented strategies to downsize, and thereby became smaller and more efficient. In the reengineering phase organizations implemented process improvement strategies, the most common of which was Total Quality Management, and thereby became better and more effective. While restructuring and reengineering strategies may be necessary for survival, however, they may not be sufficient. Successful organizations in the future will have to look beyond these strategies for ways to regenerate or reinvent themselves, and thereby differentiate themselves from their competitors. As necessary as they are, restructuring and reengineering may focus an organization on perfecting the present rather than creating the future.

There are two tendencies in organizations today which, while highly beneficial in themselves, may result in being counterproductive if they are allowed merely to run their courses. One is the search for excellence through continuous improvement, and the other is thriving on chaos. The danger is that the former can lead to the busy fixer syndrome in which discreet parts of the organization are improved, but in the absence of a larger purpose and design. This is essentially the point made by the author of a recent ASQC publication (Barry, 1994). The index contains no fewer than eighty-two separate references to strategy in only ninety-nine pages of text. There is also a danger, however, in adopting chaos as one's guide because it places one in a reactive mode and can stifle more creative visions of the future. Organizations need to focus on quality improvement, but cannot risk becoming lost in the details of their operation. Similarly, they need to accept discontinuity as a fact of organizational life, but they cannot risk becoming overwhelmed by it. In short, organizations require a strategy which enables them to position themselves to succeed in the future.

The general features of that strategy are beginning to take shape in the work of several individuals who have spent considerable time studying organizations. The new concept of strategy draws upon Mintzberg's idea of an emerging strategy formation which is highly intuitive and opposed to the typical reductive formulation of plans. It also draws upon Michael Porter's influential work on "positioning" by creating flexible scenarios which enable organizations to respond quickly and efficiently to changes in their environment. Finally, it draws extensively

upon Hamel and Prahalad's work on "core competencies" upon which to build a "strategic architecture" (a term they use deliberately to capture the combination of the imaginative and practical skills of the dreamer and draftsman). A successful architectural structure can serve to embody the aspirations of its inhabitants and to shelter them from the elements. So, too, can a strategic architecture serve these dual purposes.

Among the features of a successful organizational strategy, there are five that are of particular importance:

Create Foresight

There must be an animating vision. It need not emanate from and should not reside solely in the leader of an organization, but the leader has to be involved in its development and must be its greatest champion. Foresight and vision are as much about discovery as deciding, and as much about direction as destination. (Senge, 1990; Schwartz, 1991; Nanus, 1992; Hamel & Prahalad, 1994)

Develop Scenarios

One particularly useful means for stimulating a group's thinking about its vision of the future is the development of scenarios. Their purpose is to provide plausible alternative futures for an organization. They serve to stimulate thought, not predict action.

Effective scenarios function like "memories of the future." (Wack, 1985a & b; Porter, 1985; Senge, Kleimer, Roberts, Ross, & Smith, 1994)

Promote Leadership

Leadership, especially in higher education, must be shared to be fully effective. Leaders of major change processes, however, may find themselves having to draw upon a fuller repertoire of leadership skills than leaders who are content to preside over incremental change processes. While delegation and empowerment are essential to animating the vision, leaders must take a major role in guiding the process. (Bass & Avolio, 1994)

Assume Quality

There is no point in embarking upon a visionary journey with inadequate equipment and supplies. Successful organizations will move beyond a view of quality as value-added and will make quality the sine qua non for competing effectively. Quality will become less and end in itself and more a means of ensuring that an organization has the means secure its future. Customers will expect quality and organizations will be forced to "compete on capability." (Seymour, 1992, 1995)

Maintain Flexibility

Whatever strategy is developed, it must maintain the flexibility to allow an organization to respond to changes as they occur. There is a fine line which separates the kind of strategy formation which is suggested here from the formulation of plans that restrict rather than enable change to occur. Fostering continuous learning as well as unlearning can help an organization to maintain the necessary flexibility it needs. It has to be on the lookout for new knowledge at the same time that it questions and occasionally discards old knowledge so that it does not become trapped by outmoded thinking. (Senge, 1990; Hamel and Prahalad, 1994)

This paper has argued that planning has been dominated for too long by narrowly prescriptive and reductionist approaches which served more to limit thinking than to stimulate

it. It has argued as well that colleges and universities have been particularly resistant to planning but that circumstances of scarce resources and an uncertain future are forcing them to reconsider their position. Finally, by drawing upon recent developments in the planning literature, this paper has advocated a form of strategic planning which relies extensively upon creating an animating vision, developing plausible futures, promoting active leadership, ensuring that quality exists, and maintaining a flexible stance towards planning. Not everyone will agree on the need for a future-oriented strategy, but it is becoming increasingly clear in both business and education that those who cannot imagine the future may not have one.

References

- Barry, T.J. (1994). Excellence is a habit: How to avoid quality burnout. Milwaukee, WI: ASQC Quality Press.
- Bass, B.M. & Avolio, B.J. (Eds.) (1994). Improving organizational effectiveness through transformational leadership. Thousand Oaks, CA: Sage.
- Birnbaum, R. (1988). How colleges work. San Francisco: Jossey-Bass.
- (Ed.) (1991, Fall). Faculty in governance: The role of senates and joint committees in academic decision-making. New Directions for Higher Education No. 75. San Francisco: Jossey-Bass.
- Cameron, K.S. & Tschirhart, M. (1982, January/February). Postindustrial environments and organizational effectiveness in colleges and universities. Journal of Higher Education, 63 (1), 87-108.
- Cohen, M.D. & March, J.G. (1974). Leadership and ambiguity: The American college president. Boston, MA: Harvard Business School Press.
- Corak, K. (1992, Fall). Do big decisions committees work? Planning for Higher Education, 21, 20-24.
- de Geus, A. (1988, March/April). Planning as learning. Harvard Business Review, 70-74.
- Dill, D. (1994, Winter). Rethinking the planning process. Planning for Higher Education, 22, 8-13.
- Hamel, G. & Prahalad, C.K. (1994). Competing for the future. Boston, MA: Harvard Business School Press.
- Keller, G. (1983). Academic strategy: The mananagement revolution in American higher education. Baltimore, MD: The Johns Hopkins University Press.
- (1988, February). Academic strategy: Five years later. AAHE Bulletin, 40 (6), 3-6.
- (1989). Shotgun marriage: The growing connection between academic management and faculty governance. In J.H. Schuster, L.H. Miller & Associates, Governing tomorrow's campuses: Perspectives and agendas (pp. 133-140). New York: American Council on Education/Macmillan.
- (1994, Winter). The changing milieu for education planning. Planning for Higher

Education, 23, 23-26.

Massy, W.F. & Meyerson, J.W. (Eds.) (1992). Strategy and finance in higher education. The Stanford Forum for Higher Education Futures. Princeton, NJ: Peterson's Guides.

Mintzberg, H. (1989). Mintzberg on management. New York: The Free Press.

——. (1994). The rise and fall of strategic planning. New York: The Free Press.

Nanus, B. (1992). Visionary leadership. San Francisco: Jossey-Bass.

Norris, D.M. & Poulton, N.L. (1987). A guide for new planners. Ann Arbor, MI: The Society for College and University Planning.

Porter, M.E. (1985). Competitive advantage: Creating and sustaining superior performance. New York: The Free Press.

Schmidtlein, F.A. & Milton, T.H. (1989). College and university planning: Perspectives from a nation-wide study. Planning for Higher Education, 17 (3), 1-19.

Schuster, J.H., Smith, D.G., Corak, K.A., & Yamada, M.M. (1994). Strategic governance: How to make big decisions better. Phoenix, AZ: American Council on Education/Oryx Press.

Schwartz, P. (1991). The art of the long view. New York: Doubleday.

Senge, P.M. (1990). The fifth discipline: The art and practice of the learning organization. New York: Doubleday.

Senge, P.M., Roberts, C., Ross, R., Smith, B.J., & Kleiner, A. (1994). The fifth discipline fieldbook: Strategies and tools for building a learning organization. New York: Doubleday.

Seymour, D.J. (1992). On Q: Causing quality in higher education. Phoenix, AZ: American Council on Education/Oryx Press.

——. (1995). Once upon a campus: Lessons for improving quality and productivity in higher education. Phoenix, AZ: American Council on Education/Oryx Press.

Steiner, G.A. (1983, June). Formal strategic planning in the United States today. Long Range Planning, 16 (3), 4.

Wack, P. (1985a, September/October). Scenarios: Uncharted waters ahead. Harvard Business Review, 72.

——. (1985b, November/December). Scenarios: Shooting the rapids. Harvard Business Review, 140.

Wildavsky, A. (1973). If planning is everything, maybe it's nothing. Policy Studies, 4, 127-153.

Wilson, I. (1983, June). The current state of planning in North America: Introduction to the special issue. Long Range Planning, 16 (3), 2-3.

Yamada, M.M. (1991). Joint big decision committees and university governance. In R. Birnbaum (Ed.), Faculty in governance: The role of senates and joint committees in academic decision making (pp. 79-95). New Directions for Higher Education No. 75. San Francisco: Jossey-Bass.

***GENDER BASED TEAMBUILDING:
STRENGTHS MEN AND WOMEN BRING
TO EFFECTIVE LEADERSHIP TEAMS***

By

Carolyn Desjardins
Executive Director
National Institute for Leadership Development
Phoenix College
Phoenix, AZ

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

203

241

Carolyn Desjardins is the Executive Director of The National Institute For Leadership Development, located at the Maricopa Community College District in Phoenix, AZ. The Institute, now in its 13th year, is a major training program nationally for women administrators and faculty in higher education. Currently, nearly 60 community college presidents have come out of this program. The Institute now also provides gender based team building workshops where men and women can, with a sense of humor, understand their differences and build better work teams.

Dr. Desjardins did post doctoral research at Harvard University that united Carol Gilligan's work on moral orientation with leadership styles of women and men college presidents. The results of that research is a basis of much of the training. Dr. Desjardins is a major national presenter and trainer in the areas of leadership, gender and team building. She has won many national awards and honorary doctorates.

Leadership and Gender Issues in Community Colleges

In the past, the most honored men were those who were the bravest hunters and warriors, and who were often physically sacrificed at an early age as a result of their occupations. The most honored women have been those who gave up their own identity to care for others. To seek connection with others by excluding one's self is a psychological sacrifice of self. Today, women and men are trying to build relationships, work teams, etc., where no one is sacrificed, either physically or psychologically. We are improving our efforts, but we are still a considerable distance from truly understanding each other and from treating women equally in many areas, including education.

There has been much national discussion in recent years concerning women's and men's leadership styles and any differences that may be influenced by gender. In the late '80's, the National Institute For Leadership Development was involved in post-doctoral research at Harvard University that included interviewing 36 women and 36 men who were community college presidents in order to determine leadership styles and competencies. The study consisted of one-on-one personal interviews using the interview technique developed by Carol Gilligan and Larry Kohlberg at Harvard University to determine moral orientation as well as the interview method developed by David McClelland, to determine competencies.

The reason the concept of moral orientation is so important when studying leadership is that it is the manner in which people view their world and the manner in which they respond to moral dilemmas. This forms their concept of reality and becomes a major influence on their values, their behaviors, and therefore, their leadership styles. Moral orientation, or the way in which persons respond to moral dilemmas, has two major orientations: the justice/rights orientation and the care/connected orientation. Kohlberg, from his early research, first

defined morality as justice/fairness reasoning with an emphasis on the movement toward objectivity and universality as the ideal. Treating others fairly and not interfering with their rights are injunctions of this moral voice/orientation.

With this orientation, non-interference with the rights of others and stepping back from situations in an attempt to be objective and fair are the moral law. This orientation usually places relationships along a continuum of inequality-equality and values autonomy and reciprocity in interactions with others. (Kohlberg 1969) This voice is referred to as the justice/ rights orientation, and a majority of men are found here. In the past, leadership styles from this orientation have tended to be vertical, hierarchical, and traditional. Leaders are expected, by themselves and others, to be strong, decisive, and visionary. They are also expected to be objective and autonomous, honor rules and regulations, and ethically be concerned with justice & fairness. Issues are often seen and described as black and white, right or wrong. Reciprocity -- a trading of favors and support that maintains the larger system and provides a place to function with safety, power, and autonomy -- is a major method of interacting. This support that occurs between male participants has its own value system, often separated from issues of competency and sometimes even ethics. This has led to numerous misunderstandings between women and men.

Gilligan further developed Kohlberg's research by studying people with real-life dilemmas who were asked to explain their moral thinking and consequent action. Because Gilligan's subjects happened to be a group of women considering abortion, she heard a "voice" that did not fit the patterns evidenced by the males in Kohlberg's study. This new voice or moral orientation, articulated by Gilligan, was a voice which values attachment and care as the primary basis for moral decisions. The moral injunction here is to be concerned with the needs of others

and to step forward into the situation to provide care. Now, years later, the results of many research projects have continued to place a majority of women in this orientation. This moral orientation places relationships along a continuum of attachment-detachment and values connectedness and nurturing interactions with others. This voice is referred to as the care/connected moral orientation. (Gilligan 1982) Leadership styles from this moral orientation tend to be more horizontal, web-like, and inclusive. Connectedness is a major focus or concern. Women leaders are often criticized for not delegating as much as men do, but "delegating" by definition is a hierarchical or vertical concept rather than a horizontal one. Leadership styles here are concerned with inclusion, process, care/connection, communication, and a resistance to anything that could harm or break connections. Most issues are seen as grey rather than black or white. (Desjardins 1989)

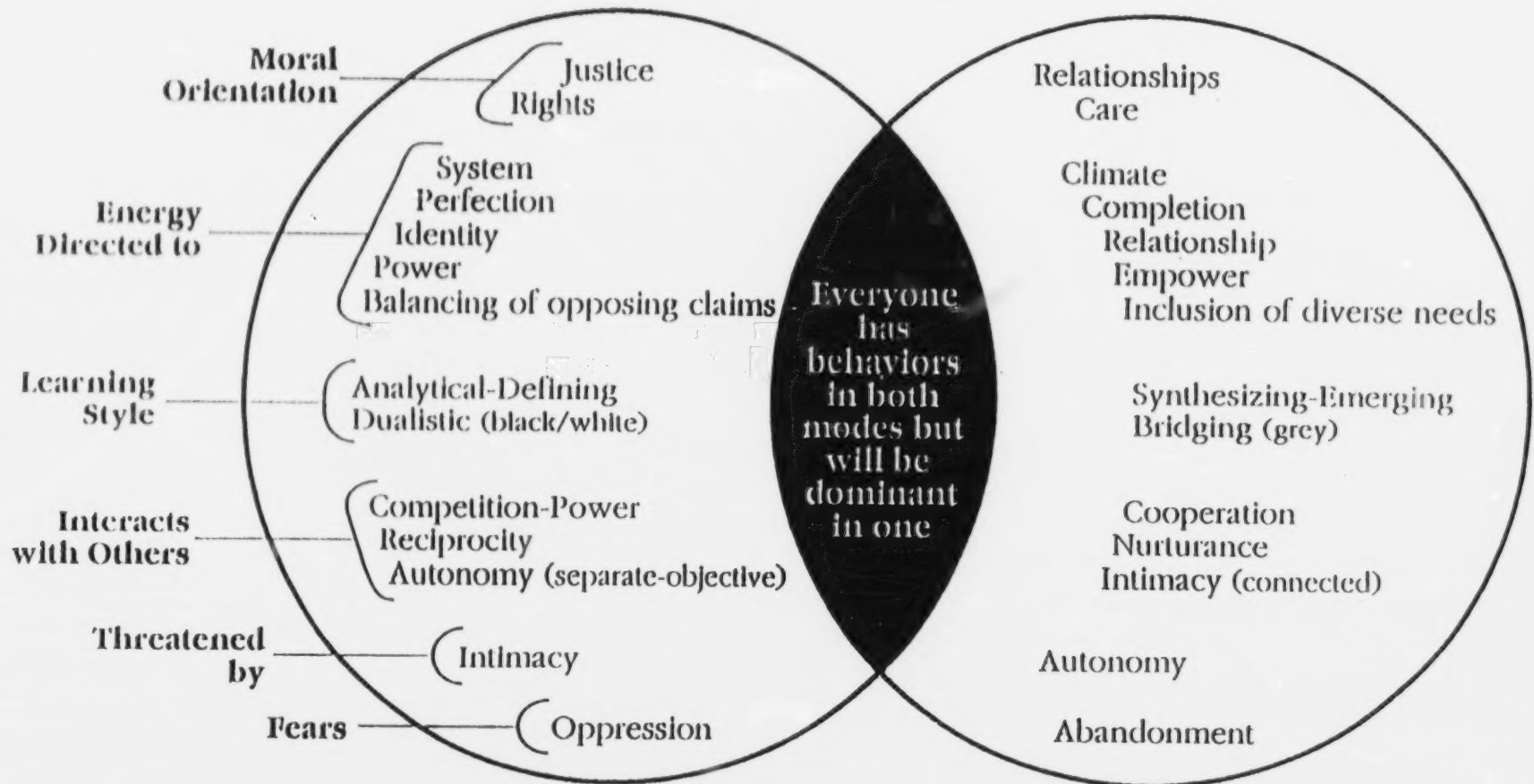
Those in the justice/rights moral orientation are sensitive to and fear being oppressed or oppressing others while those in the care/connected moral orientation feel similarly about abandoning others or being abandoned.

In thinking about the two moral orientations, it is important to remember that all people have behaviors in both orientations. Most people, however, when presented with several moral dilemmas, will respond most often out of one orientation. It is also important to remember that the two orientations are gender-related but not gender-specific; women and men fall into both orientations, but more men are found in the justice/rights orientation and more women in the care/connected orientation. A few people appear to incorporate both orientations more or less equally. It is difficult at this time to know the reasons for these gender related differences, but cultural factors in women's and men's development are certainly a major influence.

Reality and social understanding from these two perspectives imply different ways of viewing the world; thus, the importance of gaining both an awareness of and an understanding of each perspective cannot be overstated in any study of leadership. Gilligan's research may also lead to a more accurate understanding of the self and its motives as well as a better understanding of the interactions, both personal and professional - between persons, genders, and possibly races and cultures. Many of the misunderstandings that occur between genders could be better understood if Gilligan's theory regarding these orientations were better known. Several years ago, I sent a questionnaire to several hundred female and male administrators in community colleges across the country. One of the questions asked was whether or not they had observed differences in leadership styles between women and men. Many men said that women could not make decisions; many women said that men made decisions without including enough people. Frequently, men said that women focused on process and neglected outcome, and women often said that men focused on outcome and ignored the process. Men saw issues as being black or white, and women tended to see most issues as grey. These are comments related directly to objective versus connected thinking of moral orientations. Both contribute to the whole reality but, most often, only half is seen or understood leading to undeserved criticism between men and women. I have put materials from Kohlberg, Gilligan, Belenky, et al, and my research into a chart for better understanding of these theories. (see following page)

MORALITY OF RIGHTS

MORALITY OF RESPONSE



APPROACH TO MORAL LAWS:
Don't interfere with the rights of others

APPROACH TO MORAL LAWS:
Be concerned with the needs of others

In our study of the 72 community college presidents, we found the over all percentages as follows:

Gender	Care/Connecting Mode	Justice/Rights Mode	Combined Mode
Women	66%	17%	17%
Men	28%	50%	22%

The overall results were less gender-related. Of the three CEOs who exhibited the most care indicators, two were men and one was a woman. The same was true for the justice/rights orientation. Another interesting finding was that a majority of the CEOs, male or female, who exhibited a majority of the determined competencies, tended to be in the connected orientation or in the combined orientation, leading the researchers to theorize that a caring orientation may be more typical of leadership in higher education.

The following are some typical statements from the men and women presidents in our study reflecting moral orientation in leadership:

Justice/Rights

"My role is to make sure that rules, regulations, and procedures are sound and fair."

"Control is very important to a leader."

"It's a leader's responsibility to see things first, to see further and to be able to put those things together so his friends and his organization can be properly positioned for the future."

"As president, you have to really watch your ego because of the power that you have. If people don't do what you want them to do you could punish them. Of course, you would never want to do that, so you have to watch your ego."

Care/Connected

"Leadership is helping people to develop and to feel better about themselves."

"Decision-making can involve emotions such as love and caring."

"Leadership is the cultivation of followership."

"Leadership lets you take the rocks off of other people's heads."

"I see the whole college being like a lake, with all of the small particles making up the whole. It's a flat lake, there is no place for anyone to fall. However, if stagnation occurs any place in the lake, all of the water must move to clear it up or it will affect all of the water."

Some interesting research in the gender socialization area has been done by Janet Chafetz at the University of Houston. She found that at adolescence, boys and girls are directly and indirectly told what they are to become as adults. She says that boys are given "obligation" statements. These are statements to the effect that boys must develop skills to have a job so that they can, as an adult male, fulfill their "obligation" to support and care for a family. Adolescent girls, on the other hand, are given "proscription" statements. They are told that the most important thing for them to do is to get married. To accomplish that, they must not be too strong, too smart, too independent, too "anything" that will not attract a mate. The definition of self for men becomes what he does (job). The definition of self for women becomes relationship.

This type of socialization forces men to feel a need to be in charge, to solve problems, to make decisions (even when they may not have enough data), to have answers to everything (even when they may not know the answer). This socialization causes women to not trust their own knowledge or competency, to need approval, especially from men, to feel needed.

For Department or Division Chairs of both sexes, understanding gender differences can strengthen their leadership styles. While most men will want a strong Chair who makes quick decisions and stands up strongly for their needs, women will want a leader who includes them in decision-making and takes people's feeling into account. They will want to feel a part of the team. A good Chair, knowing these needs and expectations, can balance their responses to have both women and men feel included.

For both genders, our separate journeys have led to misunderstandings, distrust, and loneliness. Yet, we need each other now more than we ever have, to work together to solve the many problems confronting our students, our colleges, our society, and our planet. It is comforting and exciting to see positive changes occurring in both leadership styles and in our work relationships.

Hopefully, as women and men, we can come to honor both maleness and femaleness within ourselves and between ourselves. The possibilities for change are exciting.

References

- Belenky, Mary, et al, Women's Ways of Knowing. New York: Basic Books, Inc. (1986)
- Chafetz, Janet Saltzman, "Some Individual Costs of Gender Role Conformity." eds. Gary Colombo, Robert Cullen, Lisle Bonnie, ReReading America. Bedford Books of St. Martin's Press (1992)
- Covey, Stephen R., Principle-Centered Leadership. New York: Summit Books (1991)
- Desjardins, Carolyn, "Self-Perceptions of Women Across the Adult Life Span (ages 21-59)." Unpublished doctoral dissertation. Arizona State University (1978)
- Desjardins, Carolyn, "The Meaning of Gilligan's Concept of 'Different Voice' for the Learning Environment." eds. Carol Pearson, Donna Shavlik, Judith Touchton, Educating the Majority: Women Challenge Tradition in Higher Education. New York: Mcmillian. (1989)
- Gilligan, Carol, "Adolescent Development Reconsidered." Paper. Health Futures of Adolescents Conference, Daytona Beach, Florida. (1986)
- Gilligan, Carol, Untitled speech given at a coding workshop, Harvard University, June. (1985)
- Gilligan, Carol, "Remapping Development: The Power of Divergent Data." Unpublished monograph. Harvard University. (1984)
- Gilligan, Carol, In A Different Voice. Cambridge, Massachusetts: Harvard University Press. (1982)
- Gilligan, Carol, eds N. Lyons, T Hammer, Making Connections. Cambridge, Massachusetts: Harvard University Press. (1990)
- Heilbrun, Carolyn G. Reinventing Womanhood. New York: W. W. Norton. (1979)
- Keen, Sam, Fire In the Belly: On Being A Man. New York: Bantam Books. (1991)
- Schaefer, Ann Wilson, Women's Reality. Minneapolis. Winston Press. (1981)
- Shakeshaft, Charol, A Gender Risk. Phi Delta Kappan. March (1986)
- Tannen, Deborah, You Just Don't Understand. New York: Ballantine Books. (1990)

***GENDER ISSUES AND LEADERSHIP:
HOW TO IMPROVE COMMUNICATION AMONG
AND BETWEEN MEN AND WOMEN***

By

**Bonnie Page
Chair, Nursing/Health/PE/Recreation
Corning Community College
Corning, NY**

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

213

252

VITA
BONNIE L. PAGE

Bonnie Page is Chairperson of the Division of Nurse Education/Health, Physical Education and Recreation. She received her Diploma in Nursing from the Arnot-Ogden Memorial Hospital School of Nursing, Elmira, NY; B.S. Ed. with a major in school nurse teaching from Mansfield University, Mansfield, PA; M.S. HeEd from State University of New York College at Cortland; BSN from Alfred University, Alfred, NY; M.S.N. Family Nurse Clinical Specialist with nurse practitioner skills, SUNY Binghamton. She is an American Nurses Association Certified Nurse Practitioner.

She is a member of Sigma Theta Tau, International Nursing Honor Society and Delta Kappa Gamma, International Outstanding Women Teachers Society.

Bonnie has been in Associate Degree education since beginning employment at Corning Community College in 1967. She taught in both the first and second years of the Nurse Education program and has been coordinator of both years. Bonnie became Division Chairperson in 1989.

Over the last five years, Bonnie has been a National League for Nursing Associate Degree program accreditation visitor. She also is a Clinical Examiner for Regents College, SUNY at University Hospital, Syracuse, NY.

She is a member of the Board of Directors of the New York State Associate Degree Nursing Council. Bonnie was a member of the New York State Associate Degree Council committee working on LPN to RN (Associate Degree) program articulation.

Bonnie teaches a required two credit course, Issues and Perspectives in Nursing, in the second year of the Nurse Education program. She also teaches a two credit equivalent course (Becoming a Master Student), a required remedial course for those students who, by virtue of math and english assessment test results, are placed in two or more remedial courses.

**GENDER ISSUES AND LEADERSHIP:
HOW TO IMPROVE COMMUNICATION AMONG
AND BETWEEN MEN AND WOMEN**

"You know the feeling: You meet someone for the first time, and it's as if you've known each other all your lives. Everything goes smoothly. You know just what she means; she knows just what you mean. You laugh at the same time. Your sentences and hers have a perfect rhythm. You feel terrific; you're doing everything right. And you think she's terrific, too.

But you also know the other feeling: You meet someone, you try to be friendly, to make a good impression, but everything goes wrong. There are uncomfortable silences. You fish for topics. You bump into each other as you both start at once and then both stop. You start to say something interesting but he cuts you off. You try to lighten the mood and he looks as if you punched him in the stomach. He says what may be intended as a joke but is more rude than funny. Whatever you do to make things better makes them worse." (Tannen, 1986, p. 17)

Part of the art of leadership requires good communication. It is no surprise to read in De Pree (1989) "good communication means a respect for individuals." (p. 91) It also makes us more aware of the meaning of working together. "Only through good communication can we learn the needs and demands of our customers,. Only through good communication can we convey and preserve a common corporate vision ... Good communication liberates us to do our jobs better." (De Pree, p. 94)

As a people we need to work on valuing and accepting diversity. We generally try to put each other into the mold we are most comfortable with, irregardless of the gifts and talents of the individual. Everyone's gifts and talents are necessary. Affirming one another is not a common practice. (Dockery & Seagren, 1995)

De Pree (1989) states that "the art of leadership dwells a good deal in the future ..." (p. 117) Leadership intertwines the most important aspects of an organization: its people and its future.

Leaders, according to Bennis (1989), have nothing but themselves to work with ...we are our own "raw material". "Leaders are self-directed, but learning and understanding are the keys to self direction, and it is in our relationships with others that we learn about ourselves." (Bennis, p. 63)

In the end, it is crucial that we remember that we cannot become what we need to be by continuing to be what we are.

In an age of growing respect for individuals, we can accept that "masculine" and "feminine" traits are cultural stereotypes and that, truly, most people are a mix of both.

The following traits, however, are said to be "masculine":
"aggression, competitiveness, rational thought and behavior, wisdom, practicality, objectivity, protectiveness, heroism, goal orientation, courage, risk taking, linear thinking, creativity at the highest levels and the ability to plan and organize on a grand scale.

Women are said to be: passive, compassionate, nurturing, intuitive, cooperative, emotional, subjective, impractical, conciliatory, dependent, relationship oriented, sympathetic, empathetic, creative on the "lower" levels, i.e., crafts and home decorating, capable of sensing natural cycles and flows.

Many women would reject passive, impractical and 'lower level creativity' as negative, illustrative of a male concept of femininity or simply inaccurate. On the masculine list, few people find aggression, on of the male traits, very attractive. And many of us think competitiveness, especially in an interpersonal environment, is unhealthy." (Auberdene & Naisbitt, 1992, p. 261)

The point Auberdene & Naisbitt (1992) make is successful individuals possess a combination of masculine and feminine traits. The most creative are a mixture of presumably conflicting characteristics: competitive and compassionate; goal-oriented and nurturing; intuitive and risk taking. Cardboard, one-dimensional females and males alike are doomed to failure.

They further claim that the task we have before us is to "create a new culture where feminine values are celebrated alongside positive masculine traits." (p. 264)

Tannen (1994) reminds us that gender is only one of many influences on conversational style. Each of us has our own unique style, shaped by a personal history of many influences such as geographic region, ethnicity, class, sexual orientation, occupation, religion, and age — as well as a unique personality and spirit.

"Despite good intentions and good character all around — our own (which we take for granted) and other's (which we easily doubt) — we find ourselves caught in miscommunication because the very methods — and the only methods — we have of communicating are not, as they seem, self-evident and 'logical.' Instead, they differ from person to person, especially in a society like ours where individuals come from such varied cultural backgrounds." (Tannen, 1986, p. 26)

According to Tannen (1994), the behaviors that make up our lives are ritualized and this is why ways of talking, like other ways of conducting our daily lives, come to seem natural.

"Conversational rituals common among men often involve using opposition such as banter, joking, teasing and playful put-down and expending effort to avoid the one-down position in the interaction. Conversational rituals common among women are often ways of maintaining an appearance of equality, taking into account the effect of the exchange on the other person, and expending effort to downplay the speaker's authority so they can get the job done without flexing their muscles in an obvious way." (Tannen, 1994, p. 5)

These conventions work well when, in fact, every one is familiar with these rituals. When, however, these ways of speaking are not recognized as conventions, the result is less since they are taken literally.

Both women's and men's characteristic ways of speaking make sense and are deemed equally valid in themselves even though the difference in styles may cause trouble in interaction. Tannen (1994) states that, in general, workplaces that have previously had men in positions of power have already established male-style interaction as the norm. In that regard, women, and others whose styles are different, are not starting out equal, but are at a disadvantage.

There definitely is a difference in the way women are "heard" or paid attention to by males. One's communication skills can be flawless but, if the opposite sex is not valued, either consciously or unconsciously, the communication process is hindered.

Though the ways women speak may contribute to their not being listened to, research shows that, with all else being equal, women are not as likely to be listened to as men, irregardless of how they speak or what they say.

The dilemma of getting heard can be experienced by any individuals who are not as resolute as others about standing their ground, do not speak as firmly at meetings, or do not begin with a high level of credibility, as a result of rank, regional or ethnic style differences, or just personality, regardless of whether they are female or male. Whoever is more committed to compromise and achieving consensus, and less comfortable with strife, is more likely to give way.

"It is frequently observed that male speakers are more likely to be confrontational by arguing, issuing commands, taking opposing stands for the sake of argument, whereas females are more likely to avoid confrontation by agreeing, supporting and making suggestions rather than commands." (Tannen, 1994, p. 236)

Some men and most women have the experience of "saying something at a meeting and having it ignored, then hearing the same comment taken up when it is repeated by someone else (nearly always a man)." (Tannen, 1994, p. 27)

Women, especially, try to avoid seeming presumptuous "by prefacing their statements with a disclaimer such as, 'I don't know if this will work, but ...', or 'You've probably already thought of this, but ...'". (Tannen, 1994, p. 279)

Some speakers (again, including many women) may also speak at a lower volume and try to be succinct so they don't take up more meeting time than necessary.

"All these aspects of how one speaks at a meeting mean that when two people say 'the same thing,' they probably say it very differently. They may speak with or without a disclaimer, loudly or softly, in a self-deprecating or declamatory way, briefly or at length, and tentatively or with apparent certainty. They may initiate ideas or support or argue against ideas raised by others. When dissenting, they may adopt a conciliatory tone, mitigating the disagreement, or an adversarial one, emphasizing it." (Tannen, 1994, p. 280)

Apologizing, softening criticism, and thanking are rituals that can be used by women or men. They are more often found in the speech of women.

Tannen (1994) explains that talk at work is not restricted to talk about work. Some time is spent in casual chat that establishes the friendly working environment that is the necessary setting to getting work done. It is easier to approach someone with a work-related issue if you are comfortable in each other's presence and the lines of communication are open. A primary way such working relationships are established is through informal, nonwork talk. Both men and women engage in nonwork chat at work, but what they are likely to talk about, and how, are often different.

Many women mix business with talk about their personal lives and expect that other women will, also; they may see women who do not engage in personal chat as cold, aloof, or "not a people person". Men are more likely to mix business talk with repartee about sports or politics. Everyone can see the interest value of the type of small talk they themselves engage in, but they are likely to regard as "trivial" the type of small talk they don't happen to enjoy. It's common to hear men complain about or mock women's interest in talking about clothes and personal details, and common to hear women complain about or mock men's interest in sports.

It is recognized that differences in small-talk habits "can become very big when they get in the way of the day-to-day working relationships that make us feel comfortable at work and keep the lines of communication open for the big topics when they arise". (Tannen, 1994, p. 64)

Small talk is a necessity in the work environment in that it functions as the grease that keeps the gears running in an office.

The term "marked" is a staple of linguistic theory. "Marked" refers to the way language "alters the base meaning of a word by adding something — a little linguistic addition that has no meaning on its own". (Tannen, 1994, p. 108) The unmarked form of a word carries the meaning that inherently goes without saying.

The unmarked case is (being) male. Endings such as *ESS* & *ETTE* mark words as female and, by association, tend to mark them for frivolousness. For example, women's styles get scrutinized; men's styles have the option of being unmarked.

"Women can't even fill out a form without telling stories about themselves" (Tannen, 1994, p. 111) such as Mr., Mrs., Miss, Ms. and hyphenated surname. "In a setting where most of the players are men there is no unmarked woman." (Tannen, 1994, p. 112)

Research attests to the fact that "when females and males get together in groups, the females are more likely to change their styles to adapt to the presence of males — whether they are adults or children." (Tannen, 1994, p. 119)

Metamessages are what is communicated about relationships — attitudes toward each other, the occasion, and what we are saying. The metamessages are what we react to most strongly. Someone who, with a hard set jaw hisses out "I'm not angry" causes us to believe the metamessage conveyed by the way he said it — that he is.

American men's information-focused approach to talk has shaped the American way of doing business. "Getting down to brass tacks," not "wasting time" in small talk (social talk), or "beating

around the bush." Small talk is necessary to establish the social relationship that must provide the foundation for conducting business.

It appears that women have better skills in dealing with people than men have and "because businesses are people places, women have an advantage". (Price, 1984, p. 185) Women are skilled at understating "where other people are coming from and tailoring what they say in a way that is appropriate to a specific customer." (Price, p. 185) Women, more than men, often offer a part of themselves in communication and listeners tend to realize that.

Price (1984) claims that "women are not afraid to cooperate in the interest of getting a job done." (p. 185) They are task focused and less into a need to grab credit or be involved in power plays.

The conversational signals of "pacing, pausing, loudness, and pitch are used to carry on the business of taking turn in conversation; relating ideas to each other and showing what the point is; and showing how we feel about what we're saying and about the person we're saying it to. These are the signals that combine with what is said to make up the devices we use to show we're listening, interested, sympathetic, or teasing — and that we're the right sort of people.

These conversational signals and devices are normally invisible, the silent and hidden gears that drive conversations. We don't pay attention to the gears unless something seems to have gone wrong." (Tannen, 1986, p. 61)

These conversational signals "make up the *how* of talk. *What* we say is also an important clue to what we mean, but we don't always say what we mean in so many words. We balance the conflicting needs for involvement and independence by hinting and picking up hints, by refraining from saying some things and surmising what other people mean from what they refrain from saying. Linguists refer to the way people mean what they don't exactly say as *indirectness*. (Tannen, 1986, p. 65)

"It is important not to take ways of speaking too literally. They are rituals. And learning to understand the rituals will make it easier to understand the results that occur when the rituals others are following are not those you instinctively understand." (Tannen, 1994, p. 308)

"The most important key is understanding the parameters of conversational style, which provides the tools to become more flexible not only in your own way of speaking but, equally important, in interpreting how others mean what they say, and in evaluating others' abilities. Understanding what goes on when people talk to each other is the best way to improve communication — and get more work done — in the workplace as in all aspects of our lives." (Tannen, 1994, p. 309)

References

- Auberdene, Patricia and Naisbitt, John. (1992). Megatrends for women. New York, NY: Villard Books.
- Bennis, Warren. (1989). On becoming a leader. New York, NY: Addison-Wesley.
- De Pree, Max. (1989). Leadership is an art. New York, NY: Doubleday.
- Dockery, Michael A. & Seagren, Alan T. (1995). Managing time: An essential skill for new chairs. Academic Leadership, 32.
- Gray, John. (1992). Men are from Mars, Women are from Venus. New York, NY: Harper Collins Publishers, Inc.
- Miller, Patricia M.,. Powerful leadership skills for women. (1988). Shawnee Mission, KS: National Press Publications.
- Morrison, Ann M., White, Randall P., Van Velsor, Ellen & The Center for Creative Leadership. (1987). Breaking the glass ceiling. Reading, Mass.: Addison-Wesley.
- Peters, Tom. (1995). Little things means a lot: Lessons in managing from Tom Peters. Bottom Line Personal, 11.
- Price, Susan. (1984). The female ego. New York, NY: Rawson Associates.
- Strandberg, Carla L. Stiring the soul: Addressing gender bias from awareness to action. The Delta Kappa Gamma Bulletin, summer 1995, vol. 61, 9-14.
- Styles, Margretta & Moccia, Patricia. (1993). On caring: A literary celebration an anthology. New York, NY: National League for Nursing.
- Tannen, Deborah. (1986). That's Not What I Meant! New York, NY: William Morrow and Company, Inc. 1986.
- Tannen, Deborah. (1994). Talking from 9-5. New York, NY: Williams Morrow and Company, Inc.

**GETTING STARTED WITH
COOPERATIVE/COLLABORATIVE
LEARNING STRATEGIES**

By

**Brenda Larson
Instructor, Business/CIS
Chandler Gilbert Community College
Chandler, AZ**

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

221

260

Brenda Larson is a faculty member in the Business/CIS division at Chandler-Gilbert Community College. She has been teaching for 24 years. Brenda has two masters degrees: one in Business Education and one in Computer Applications. She has participation in both the Johnsons' and Kagan's cooperative learning training. Brenda has recently become active in staff development and teacher training.

How Collaborative/Cooperative Groups Differ From Traditional Learning Groups?

Cooperative Learning Groups

- Positive Interdependence
"All for one and one for all"
- Individual Accountability
No "Freeloading"
- Heterogeneous Membership
Encouraged
- Teacher Assigns Groups
- Shared Leadership, Roles,
and Responsibilities
- Task and Social Skills
Emphasized
- Teacher Monitors Groups And
Intervenes as "Guide on the Side"
- Group Processing And Reflection

Traditional Learning Groups

- No Interdependence
- No Individual Accountability
- Homogeneous Membership
- Students Self-Select Group
- One Appointed Leader
- Only Task Emphasized,
Social Skills Assumed Or
Ignored
- Teacher Ignores Groups,
Focuses On Product
- No Group Processing And
Reflection

Key Concepts in Structuring Cooperative Learning Groups

Students working together to get a job done in a classroom where students are concerned about each other's learning in addition to their own is the heart of cooperative learning. Cooperative learning is characterized by five basic elements:

Positive Interdependence exists when students believe that they are linked with others in a way that one cannot succeed unless the other members of the group succeed (and vice versa). Students are working together to get the job done. In other words, students must perceive that they "sink or swim together." In a problem-solving session, positive interdependence is structured by group members (1) agreeing on the answer and solution strategies for each problem (goal interdependence) and (2) fulfilling assigned role responsibilities (role interdependence). Other ways of structuring positive interdependence include having common rewards, being dependent on each other's resources, or a division of labour.

Face-to-Face Promotive Interaction exists among students when students orally explain to each other how to solve problems, discuss with each other the nature of the concepts and strategies being learned, teach their knowledge to classmates, and explain to each other the connections between present and past learning. This face-to-face interaction is promotive in the sense that students help, assist, encourage, and support each other's efforts to learn.

Individual Accountability/Personal Responsibility requires the teacher to ensure that the performance of each individual student is assessed and the results given back to the group and the individual. The group needs to know who needs more assistance in completing the assignment and group members need to know they cannot "hitch-hike" on the work of others. Common ways to structure individual accountability include giving an individual exam to each student, randomly calling on individual students to present their group's answer, and giving an individual oral exam while monitoring group work.

Collaborative Skills are necessary for effective group functioning. Students must have and use the needed leadership, decision-making, trust-building, communication, and conflict-management skills. These skills have to be taught just as purposefully and precisely as academic skills. Many students have never worked cooperatively in learning situations and, therefore, lack the needed social skills for doing so.

Group Processing involves a group discussion of how well they are achieving their goals and how well they are maintaining effective working relationships among members. At the end of their working period the groups process their functioning by answering two questions: (1) What is something each member did that was helpful for the group and (2) What is something each member could do to make the group even better tomorrow? Such processing enables learning groups to focus on group maintenance, facilitates the learning of collaborative skills, ensures that members receive feedback on their participation, and reminds students to practice collaborative skills consistently.

From: Johnson, D. W., R. T. Johnson, and K. A. Smith. 1991. *Active learning: Cooperation in the college classroom*. Edina, MN: Interaction Book Company

TEN COOPERATIVE LEARNING STRUCTURES & PROCEDURES

1. **Three Step Interview:** Each member of a group of four is given or chooses another quad member to be his/her learning partner. Let's say persons 1 and 2 are pairs, and persons 3 and 4 are pairs. **During step one**, 1 interviews 2, while 3 interviews 4. **Note:** to interview is to ask clarifying questions, not to share's one data. **During step two**, the members reverse roles; thus 2 interviews 1, while 4 interviews 3. **During step three**, each member shares his/her learning partner's responses with the quad.
2. **Think-Pair-Share:** This is a three step paired cooperative structure. During step one, each member individually and silently thinks about a question or problem posed by the teacher. During the second step, two members are paired to exchange and discuss their responses. During step three, each member may share his/her response, his/her partner's response, a synthesis or something new with the quad, another quad, or the entire class. Participants always retain the right to pass or not share information.
3. **Numbered Heads Together (Problem Solving):** The students in each group are given or choose a number: 1, 2, 3, or 4. When the teacher poses a question and says, "Numbered Heads Together," group members get together and discuss the question making certain that all members can answer the question posed. After a prescribed period of time, the teacher restates the question and announces a number, i.e. 1, 2, 3, or 4. Students having that number in all the different group state answers to the question. The teacher calls a second number and the procedure continues.
4. **Roundtable (Brainstorming):** Each group is given one sheet of paper on which to record different responses to a question posed by the teacher. Each quad member is invited to write one new response to the teacher's question on the quad's paper. The paper is then passed around the quad in clockwise or counter-clockwise fashion. A student who does not have a novel response passes the paper to the next student. The paper may be passed several times around the quad. A more sophisticated form of Roundtable has students passing around four sheets of paper with each paper posing a different question. **Roundrobin Brainstorming** differs from Roundtable in that quad members simply state their answers without recording them on paper.
5. **Roundtable Recording:** The teacher gives each group a list of questions or problems. The group discusses each question one at a time and reaches a consensus on an answer. The role of recording the answer on one sheet of paper rotates around the table, one question at a time.
6. **Simple Jigsaw:** The teacher divides an assignment into three or four parts and each triad or quad member is responsible for learning and teaching his/her portion of the assignment to his/her teammates. Students may be pre and post tested on their mastery of the material.
7. **Expert Jigsaw:** This is a more complex cooperative structure that includes the following four steps: (1) A task or set of materials is divided into several component parts or topics. (2) Each member is given a part or topic on which to become an expert. (3) Members who have the same topics meet in expert groups to discuss their topics, analyze the data, and plan how to present their findings to their teammates. (4) Members return to their original quads and teach what they have learned.
8. **Three-Minute Review:** At any time during a lecture, the teacher gives each group three minutes to (a) review what has been shared, (b) ask each other clarifying questions, and (c) share answers. At the end of the three minute review, students may pose questions to the class or the teacher that have not been addressed by their group.

9. **Team Question and Answer:** This is a review cooperative learning structure. A student may pose a question to the teacher or the class only when the members of his/her group do not know the answer or have different answers to that question. The teacher can add the following rule: A student may ask the teacher a question (a) when his/her teammates do not agree upon an answer and (b) after consulting with another quad.
10. **Send A Problem:** The teacher, a student, or a group raises a question, creates a case study/scenario, or poses a problem which is sent to a group for discussion. Let us call the question/case study/scenario sent "the problem." Each group reads, analyzes and discusses its problem, and then creates a written response. Variation: The same problem is sent to two or more groups for discussion.

Many of these descriptions are adapted from Spencer Kagan (1990), Cooperative Learning: Resources for Teachers, San Juan Capistrano, CA: Resources for Teachers.

SCIENCE EDUCATION RESEARCH

is increasingly aware of the fact that we learn and retain:

10% of what we hear,

15% of what we see,

20% of what we both see and hear,

40% of what we discuss with others,

89% of what we experience directly or practice, and

90% of what we attempt to teach others.

Roles and Gambits

Clarifier

- Are you saying that we shouldn't take on the project?
- Are we making a distinction between these two categories?

Consensus Checker

- Do we all agree?
- Is that answer okay with all of you?
- Can anyone add any more before the recorder writes that down?

Gatekeeper

- We haven't heard from you yet.
- Thanks for your input. Can we get another opinion now?

Devil's Advocate

- Are you sure that this issue is important?
- Are you confident that that really works?

Encourager

- Let's think hard. I'm sure we can figure this out.
- We're doing a wonderful job with this.

Facilitator*

- I notice that the tension level just shot up in the room.
- This seems to be a bigger issue than we can handle right now; shall we put it on the agenda for next week's meeting?
- Who is going to take responsibility for convening that subgroup?

Materials Manager

- Does anyone need projection equipment for the next meeting?
- The markers and "Post-its" are on the side table when you need them.

Praiser

- That's a great answer.
- Let's give ourselves a hand for that!

Recorder

- Shall we say it this way?
- Let me read this back to you to make sure it's right.

Summarizer

- Let me sum up what we have decided.
- Here's what we have accomplished so far.

Taskmaster

- Let's get back to the main point.
- I think we need to move on to the next question.

Timekeeper

- We have three minutes left to get the job done.
- Let's speed up to get this finished.
- We're right on schedule now.

* This role is variously defined.

HOW TO GET UNINVOLVED FACULTY INVOLVED

By

Kenneth Barnes
Academic Dean
Erie Community College
Buffalo, NY

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

229

267

BIOGRAPHICAL SUPPLEMENT
OF
KENNETH J. BARNES

Kenneth Barnes is a member of the Academic Team at Erie Community College in Buffalo, New York where he holds the position as Assistant Academic Dean in Business and Public Service. Periodically, Ken serves as an adjunct Assistant Professor of Marketing and Business Communications. He has served the Western New York community for over twenty-one years as a faculty member and administrator in both the public and private sectors.

Educationally, Mr. Barnes received his Master of Science Degree in Education from the State University of New York College at Buffalo and a Bachelor of Arts degree from Canisius College. His post graduate studies are in Educational Administration and Supervision and Higher Education at the University of Buffalo, the University of Nebraska at Lincoln and California's State College in Sonoma.

Mr. Barnes is an experienced and permanently certified secondary school teacher in New York State and has taught Social Sciences and English. He holds School District Administrator (SDA) and School Administrator/Supervisor Certificates (SAS) in New York State.

Mr. Barnes is currently active in the community serving on various educational advisory boards of Erie Community College and Buffalo Public Schools. Ken's strong commitment to community and education are the very reasons for his involvement in working with faculty who are willing to share their innovative methods and resources to make improvements in learning productivity at all levels. Mr. Barnes draws from his experience with local, state, national and international initiatives. Recently, he has facilitated Erie Community College's hosting of an international study tour of Australia's Holmesglen College of TAFE and officials from the State of Victoria. He attributes the success of the visit to the National Community College Chair Institute which began in June '95 in Chicago, Illinois, the involvement of faculty, staff administration at ECC, and the responsiveness of Australia's "transformational leaders"

Mr. Barnes will be presenting on February 15 at the 1996 International Conference for Chairs, Deans and Organizational Leaders in Mesa, Arizona. He will present "Tools and Techniques for Getting the Uninvolved Faculty Involved." His interactive presentation will highlight successful communication techniques, benchmark strategies and tactics to lead a discussion. The session will provide an opportunity for participants to share their experiences in "overcoming obstacles, balancing skills and taking risks" when trying "to involve the uninvolved."

Tools and Techniques for Getting the Uninvolved Faculty Involved

For years, academic leaders have argued that education has to become more engaged. We need the expertise and involvement of our faculties if we are to make a difference.

Institutions continue to use incentives available. More often than not, the same few are attracted and rewarded. With resources becoming scarce, the number of "uninvolved" faculty increases while administrations struggle to find ways of doing more with less.

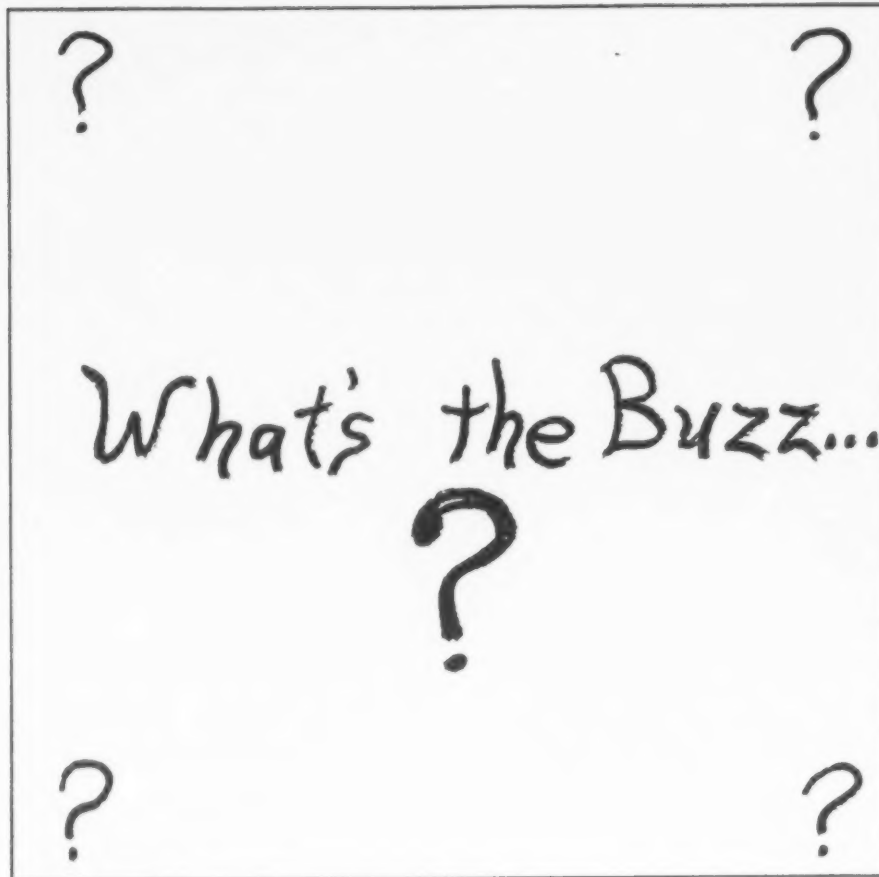
Knowing what causes faculty to be reluctant precipitates the question: how can I as a dean or chair facilitate faculty involvement? Involvement makes people feel important and brings about a sense of belonging. Positive feelings affect the attitudes of those who become engaged in activities where responsibilities are shared and the environment is non-threatening.

The topic and activities designed for this session provide benchmark initiatives to draw from while facilitating strategies to engage reluctant faculty. A discussion will take place for participants to share their experiences of having taken the first step to become involved by "overcoming obstacles, balancing skills and taking risks."

Outcomes

Participants will be able to (R.I.D.E):

1. Recognize the multiple role of the chair or dean in becoming critically involved in getting to know one's faculty and facilitating activities to engage those faculty who appear "reluctant."
2. Identify "special care" areas where immediate attention is needed to advance a plan for "involvement."
3. Develop strategies necessary to bridge "seasoned" faculty with new faculty recruits to form alliances.
4. Engage reflection on what did/did not work for future planning.



Activities which bring out "what's happening" are critical to identifying the role of the dean, chair in first becoming "involved" with his/her faculty. It's a time of discovering what obstacles exist which may hinder facilitation to engage the "uninvolved."

Participant Notes:

Tools and techniques for getting the uninvolved faculty involved

LOOKING AT BEST PRACTICES



Transformational leadership components
M. Z. Hackman & C. E. Johnson
Leadership: A communication perspective

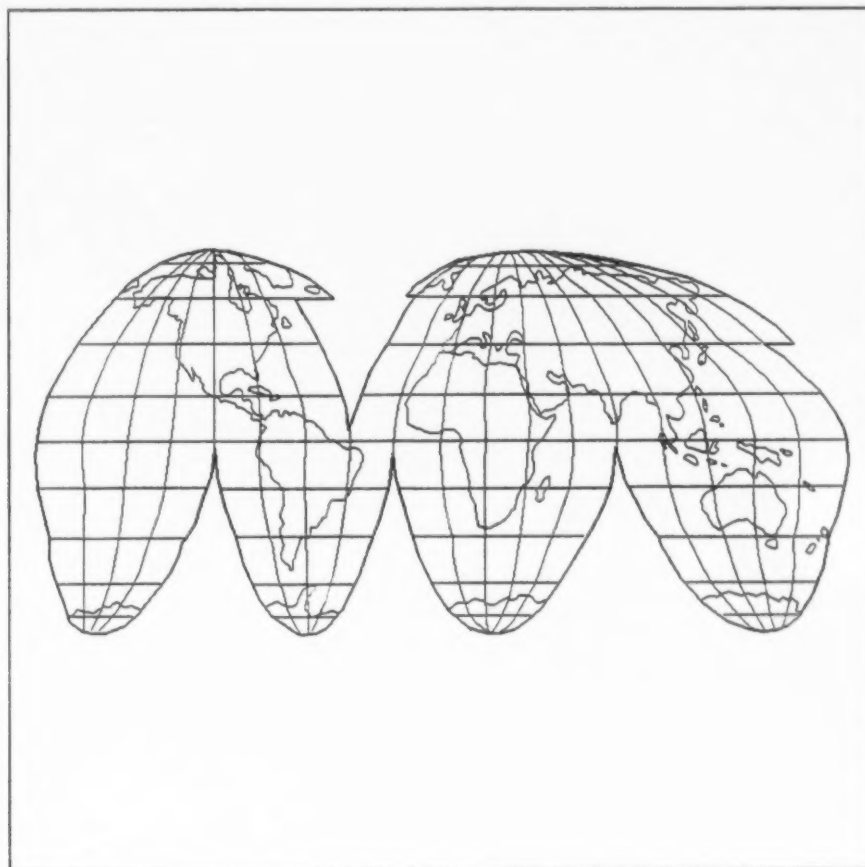
Benchmarking best practices utilizing transformational leadership components is vital to strategizing activities to "getting the uninvolved faculty involved."

Participant Notes:

Tools and techniques for getting the uninvolved faculty involved

"ONE PERSON CAN MAKE A DIFFERENCE IN AN ORGANISATION"

J. Barker
The Power of Vision



"Knowledge is found in the community"

G. Filan, NCCCA
1995 Chicago Conference

Imagine what an academic team is capable of doing when engaged with the expertise and involvement of its faculty-students-staff-administration-partners.

Participant Notes:

***HOW TO IMPROVE THE QUALITY OF OUR
ORGANIZATIONS THROUGH THE USE OF TQM,
CONTINUOUS IMPROVEMENT STRATEGIES***

By

**James Coates
Director, Business Programs
South Suburban College
South Holland, IL**

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

235

273

E. James (Jim) Coates, Jr.
Director of Business Programs
South Suburban College
15800 South State Street
South Holland, IL 60473
(708) 695-2000 Ext. 287

EXPERIENCE

My current position is Director of Business Programs for credit classes. I have responsibility for a 1.4 million dollar budget and supervise 92 union and non-union employees. My adjunct faculty includes four judges and numerous attorneys. In 1996, my responsibility will include Academic Computing.

In my prior position with Clayton State College I developed and directed a quality center (adult and continuing education). Participants included five Malcolm Baldrige National Quality winners, political leaders, and four Chambers of Commerce. This position included marketing, proposal development, contract training, and evaluation of professors, consultants, etc. My contract training included, but was not limited to the Ford Hapeville plant, personnel from Rolls Royce, Northwest Airlines' Maintenance Facility in Atlanta, and Coca Cola.

My private industry activities include consulting, system and industrial engineering, publication of eighteen articles on the subject of productivity and quality improvement, the development of an assessment instrument that quantifies an organization's culture, directed a product from research and development to production, and implemented a cost saving program that saved the company \$1,000,000 per year.

EDUCATION

MBA Management - University of South Carolina
BS Business Science - University of South Carolina

274

Issues requiring people to make significant changes in their life or work habits are difficult. Total Quality Management and Continuous Quality Improvement (TQM/CQI) are different, they require culture upheaval.

Many TQM/CQI strategies claim limited success. However, the most important issue in achieving long term success or the success necessary to change an organization's culture, is to have a good understanding of the basic concepts. In TQM/CQI the most important basics are understanding the history, knowing who benefits from the new process, selecting the correct process to implement, and the individual tailoring or customizing the process to fit the organization.

The concepts of Total Quality Management and Continuous Quality Improvement are not new. Their beginnings were pre-1945. The mathematician Walter Shewhart developed what we today call Statistical Process Control or SPC in 1924. SPC was introduced and actually used prior to the end of World War II. However, before SPC was able to gain a reputation for its ability to produce long-run, high-quality parts, the War ended. When the War ended the U.S. was the only free-world country whose industry had not been bombed. With the free world clamoring for any and all manufactured parts, quality was not an issue. The only issue was quantity. The idea that dominated the U.S. industry was productivity or how fast can it be produced.

Dr. W. Edwards Deming, a statistician and an understudy of Shewhart, was asked by the U.S. Army to help conduct a census in Japan. Through contacts with the locals, Dr. Deming became a teacher and mentor to Japanese business managers. Dr. Deming told the Japanese that if they listen to him, "they could take over the world."

Deming, Juran, Crosby, Peters, Scholtes, and Ishikawa are some of the more recognizable names. Today's TQM and CQI have evolved from a conglomeration of concepts borrowed from systems theory, management theory, organizational development, psychology, human resources, and others. This borrowing from different disciplines to achieve the goal epitomizes why TQM has enjoyed its long run success. This "borrowing" from others has itself become a tool of TQM. It is now called benchmarking, i.e., borrowing the best practices from other organizations then transplanting and making them your own.

America's 20th century corporations were slow to respond, bureaucratic, self-serving, and restrainers of change. Today's TQM is the opposite. TQM teaches organization the processes necessary to overcome many of the barriers to success.

The "why" of TQM as seen by today's corporations is a necessity for survival. The threat is competition from worldwide producers of high quality products at lower prices. Today's competition is Japan, with Korea a distant second. Tomorrow's competition adds Southeast Asia and China. And not to be forgotten is Russia and what was formally East Germany. The point is competition will continue into the foreseeable future. Therefore, TQM must become a way of life.

The "what" of TQM is a system or process for organization wide continuous quality improvement, a requirement that responsibility for quality reside with top management, poor quality is the fault of the process or system, the definition for quality is provided by the customer, and employee participation. The results of TQM is excellence in products and services that the customer wants and needs at attractive prices.

TQM requires a commitment to the basic concepts. Commitment to the concepts and

principles of TQM for corporate America was not an option but a prerequisite for survival. Colleges and universities do not have this perceived need of survival as an encouraging change agent. Therefore, the organizational or cultural change necessary for success is considered to be voluntary.

It has become obvious that many have used TQM/CQI as a means to do more with less. Many of us in education are also feeling a budgetary pinch and are beginning to seek ways to stretch our dollars. To this end many colleges and universities have turned to TQM/CQI with varying degrees of success.

In business and industry the success rate of TQM is 20 to 40 percent. Therefore, the failure rate of TQM is 60 to 80 percent. And they need TQM for survival. Higher education only wants it.

BASICS, BASICS, BASICS

From these percentages we can conclude success will not occur by accident. A commitment of time, money, knowledge, skill, and planning is required. The following sections are provided to help with the understanding necessary for a TQM process to succeed, *The Student as the Customer*, *The Operational Process*, *A Quality Improvement Process (Motorola)*, and *Considerations for Individual Tailoring*.

THE STUDENT AS THE CUSTOMER

Many educators find it difficult to see the student as a customer. However, business and industry have no problem with this idea. The reason business and industry continue the quest of quality improvement is to retain their current customers and acquire more. The concept of customer pervades the entire entity. Impressive amounts of time and money are spent on identifying who the customers are and what their wants and needs are.

This concept of customers refers not only to the buyer or end user but also to the internal customer. The internal customer can be defined as the next person you hand your work off to. The idea is to treat each person in the sequence as customers. Generally, each person that adds value to the products or services is considered both customers and supplier. This technique results in the end item or service being of highest quality. The customer is the lifeblood of the organization. Therefore, the definition of quality is determined by the customer.

Years ago the craftsman and professional provided the definition of quality. This was followed by business and industry providing the definition of quality as an absence of defects. However, today's leading edge companies define quality as "whatever the customer wants it to be." They strive not only to satisfy the customer requirements but to also anticipate and delight the customer. The belief is that if they don't another company will.

In education the perception of customer focus is a literal translation to "the customer is always right." If this were true, the role of the teacher would be reduced to attempting to satisfy the needs as perceived by a freshman student. If this idea dominated education what would happen to academic freedom? Would the faculty

be forced to give the students an "A" for "F" work because the student is unhappy with the grade that was earned?

This definition of customer is understandable, but misses the point. The intent is to identify the customer, then identify the customers' wants and needs, then provide for the wants and needs. So what do we do with the student who said he wants an "A" but does "F" work? Consider what would happen if the faculty gave an "A" to every student. The employers would immediately see that many of these graduates did not have the skills and education necessary. The graduates would not be able to perform as promised or guaranteed by the educating institution. The results would be unhappy employers and many unemployed graduates.

Satisfying the customer frequently involves using your expertise to help the customer understand his wants and needs. The want maybe an "A" grade but the need is education.

THE OPERATIONAL PROCESS

OK, so we decided we want a TQM/CQI process, what do we really need to be successful? A good place to start is with the following:

- I. The Steering Committee
Who, Vision Statement, Mission Statement, TQM/CQI Plan, Strategic Objectives, Rewards and Consequences
- II. Self-assessment
Commitment, Cost, Resources, Timing, Employee Involvement, Expertise, and Employee Support
- III. Selection of a quality improvement process
- IV. Training
Subjects, Instructors, When to do, Time Requirements, Schedule, Cost, and Job Skills Update
- V. Implementation strategy
Who, What, Where, When, and Why

This process must result in a written and complete document. It will be used as a guiding light for all participants. Everyone must work toward the same goals. This is a working document and should be modified as it becomes necessary but not without serious consideration. Copies should be numbered and strictly controlled. The control is only to ensure everyone is working toward the same goals.

Facilitator

A skilled facilitator's value should not be underestimated. When you are using ad hoc teams to solve cross functional problems, a skilled facilitator is a necessity. These are the people that will provide the real guidance in meetings. We have all had our share of bad meetings where the accomplishments were far less than desirable. A facilitator's job is to keep the meeting progressing and on the agenda. This requires ensuring that everyone participates, limiting the people that want only their agenda

presented, and not letting position or rank dictate outcomes.

Tools

Flow Charting, Fishbone Diagram, Pareto Chart, Scatter Diagram, The Plan-Do-Check-Act Cycle (PDCA), Histogram, Control Charts, Affinity Diagram, Force Field Analysis, Brainstorming, Nominal Group Technique

As mentioned in the introduction, TQM/CQI is constantly improving. The above are the current most popular tools.

A QUALITY IMPROVEMENT PROCESS

The strategy recommended is The Motorola Quality Process. It is a comprehensive approach that can easily be modified for the unique needs of education. Also, this process has an end item that our customers want and need.

The Six Steps to Six Sigma below are from the perspective of the college or university. These steps should also be completed for each division and department in the organization.

THE MOTOROLA QUALITY PROCESS

Six Steps to Six Sigma (3 defects per million opportunities)

1. Identify the products you create or the services you provide. This is the reason for your organization's existence.
Employable Students, Socially Responsible Students, Effective Instructional Processes, Reduced Cycle Time for Registration
2. Identify the customers for your product or service and determine what they consider important.
Students, Private Sector, Public Sector, Accrediting Boards, Taxpayers, Alumni
3. Identify your needs to provide the products/service so that it satisfies the customer. This includes a determination of who your suppliers are?
High Schools, Parents, Taxpayers, Alumni
4. Define the process for doing the work. How is the work currently being done?
Process Mapping For:
Learning, Registration, Facilities Management, etc.
5. Mistake-proof the process and eliminate wasted effort. Think of the "should be" and the "could be."
Eliminate Waste (cost & time), Improve Quality
6. Ensure continuous improvement through evaluation and feedback. Set up a closed loop evaluation and feedback process.
Continuous Change, Continuous Learning (for all)

The 1980s was a decade of improvement in the quality of products and services. The 1990s will be the decade of improvement in the quality of people. In the decade between 1990 and 2000 technology, both hardware and software, will be available to all corporation on a global basis. The competitive edge will go to the corporations who have the best people, "Mindware," managing the technology.

The role of education in the development of "Mindware" is as follows:

Develop social responsibility, Prepare students for employment, Develop life-long learning skills

The end product of education is students who are employable. "Employability" must be defined in collaboration with the employers, i.e., customers. Employability includes:

Basic skills, Functional skills, Knowing how to learn, Listening and speaking well, Creative thinking and problem solving, Interpersonal relations and teaming, Self-esteem and motivation, Organizational effectiveness and leadership

In summary the shift to the "information society" has changed and will continue to change the needs of the workplace. Colleges and universities must understand these workplace customer needs. Curriculum, instruction, assessment, and management methods must be redefined to meet or exceed the customer's needs.

The above Motorola information is from the conference book provided to participants of The Fifth Annual Conference on TQM in Colleges and Universities: Reengineering The University - 1994, at the University of Chicago Conference Center in Chicago, Illinois.

CONSIDERATIONS FOR INDIVIDUAL TAILORING

This section contains questions that should be answered prior to implementing a TQM/CQI process. Once answered the required need will become obvious. However, the specific strategy for success maybe a little more difficult.

- 1. What is your definition of quality?
- 2. What is your customer's definition of quality?
- 3. What specifically do you want to accomplish?
- 4. What is the time frame for improvement?
- 5. How will you know if the effort is working?
- 6. Does everyone in the organization recognize the need for improvement?
- 7. Who are the participants necessary for success?
- 8. What is the main level of commitment by top management?
- 9. Who is responsible for quality improvement and are they aware?
- 10. Who is responsible if the effort fails?

Note: Several handouts will be provided for your information. One includes the names, addresses, and phone numbers of 132 K-12 schools and 220 colleges and universities who have participated in various Total Quality Management/Continuous Quality Improvement efforts.

HOW TO RESOLVE CONFLICTS EFFECTIVELY

By

**Georgia Carmichael
Assistant Dean, Instruction
and
Marianne Malague
Dean, Instruction**

**North Harris College
Houston, TX**

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

243
280

Ms. Marianne Malague is Dean of Instruction at North Harris College in Houston, Texas. She has a background in nursing education, curriculum development, college administration and school-to-work initiatives. She is currently a participant in the Institute for Academic Leadership jointly sponsored by Western Metropolitan College in Australia and the National Community College Chair Academy in the USA. Ms. Malague's primary responsibility is to provide the leadership and supervision for the credit academic and career programs. She is also coordinator of a five year Title III federal government grant focused on improving student persistence and success. She has a particular interest in providing the resources to empower others to do their jobs.

Georgia Carmichael is Assistant Dean of Instruction at North Harris College in Houston, Texas. Her instructional background is in the areas of basic writing and academic support programs, and she has had additional experience in grant writing and management.

How to Solve Conflicts Effectively

A young man stands in the office doorway, his backpack in one hand and a sheet of paper partially crumpled in the other. He stares at the person sitting behind a desk strewn with budget sheets and schedule printouts. "Are you the dean?" he asks. "Are you the person I need to talk to about my geology professor?" The dean looks up, gripping her pen just a bit tighter, and steels herself for another round of student vs. faculty, or faculty vs. faculty, or faculty vs. administrator, or whatever this particular conflict may turn out to be. The student continues: "I have to change teachers. I have to get into a new class. Dr. Berman's awful. I just can't stand it. I don't know how anybody can stay in that class. I have to get into another class." And so begins another conflict scenario typical of those that deans and department chairs face on a routine basis.

While this conflict scenario may seem rather insignificant, it is fairly representative of the types of conflict that happen day in and day out and take up so much of the time and focus of community college department chairs and deans. As front-line managers, often department chairs and deans are viewed by students and faculty as the solvers of problems. The dean's office thus becomes the place that all roads lead to, at least all the roads carrying conflicts. However, most chairs and deans arrive in their positions without any formal training in mediation or conflict management techniques. By necessity, they develop seat-of-the-pants approaches to dealing with conflict situations. While many meet with great success through trial and error or through sheer talent, all could benefit by gaining an analytic perspective on conflict and by developing a coherent, strategic approach tailored for the particular conflict situations department chairs and deans regularly face.

The nature of any given conflict situation rests on four factors, as delineated by Putnam and Poole (1987): the conflict issue, the organizational setting, hierarchy and role relationships, and the personal styles of the conflicting parties. Analysis of these four factors yields insight into the interpersonal and organizational dynamics of the conflict situation. This insight then provides the groundwork for ethical and productive conflict management.

The Conflict Issue

In the above example, the dean is faced with a conflict situation, the specifics of which she may have very little knowledge of. To begin the process of conflict management, the dean first has to examine the conflict issue. The natural inclination is to assume that the issue is just as the student identified it: he can't stand Dr. Berman, and he wants to move to another class. However, if the dean accepts that the reality of the conflict issue is just as the student perceives it, then she is left with only two choices: either move the student to another class or refuse to move him. In fact, conflict issues are not always as they seem, and to take immediate action on what seems to be the issue can narrow the options for resolution. What if, in fact, the issue is actually that the student's feelings were hurt when Dr. Berman criticized his term paper, or that he received a bad grade and is afraid of what his parents will say, or that Dr. Berman requires his students to use computers and the student is afraid to do so? The process of examining the conflict issue must not be cut short, because conflict issues can be elusive and can emerge or evolve at any time.

One of the reasons that the conflict issue is rarely clear cut is that conflicting parties most often have very different views of just what they are in conflict about. For instance, in the above example, the student might claim that the issue is Dr. Berman's tyrannical behavior and blatant disrespect for the students. However, if Dr. Berman subsequently identifies the issue as being the student's rebellion against the enforcement of rigorous academic standards, then the dean is faced with two different definitions of the issue. Naming the conflict as one either of "instructional behavior" or of "academic standards" has far-reaching implications within the ensuing resolution process: the name the conflict is given can determine the questions that are asked, the criteria that are used, the policies that are invoked, and it can serve to tilt the playing field toward one party or the other. The process of defining the issue is therefore crucial to achieving a successful resolution, and a dean or department chair should not be too quick to attach a name to a given conflict issue. Instead, the definition of the issue should arise from dialogue with both conflicting parties. Ideally, such dialogue can lead to the development of a shared view of what the conflict issue is.

The Organizational Setting

Besides the conflict issue, a second factor the dean must take into account is the organizational setting, that is, the particular community college environment in which this conflict has arisen. Each organization has its own signature style, marked by particular rules, traditions, values, and assumptions. The resulting organizational climate serves as a system governing people's interactions within the organization and determines to a large extent which conflicts get aired, how they are presented, and what process is used for managing them.

The rules and norms that comprise an organization's climate are both explicit and implicit. Explicit rules include the organization's written code, its set of policies and guidelines. There are also explicit procedures for handling conflicts, such as appeals processes and grievances. When deans or department chairs are faced with a conflict situation, their first inclination is usually to appeal to these written policies and formal processes. Of course, it is a given that understanding the organization's explicit rules and procedures is essential for effective conflict management. However, it is a common assumption that there is a single right answer to any given conflict, that there are always applicable rules or policies. Based on this assumption, the work of the conflict manager then becomes one of knowing and applying the relevant rule. In reality, though, there is not a written policy for every situation, and managing a conflict is often not as clear cut as enforcing a particular rule.

Whether or not there are any applicable policies in a given situation, there are certainly implicit assumptions and values that underlie the actions of conflicting parties, and these assumptions and values arise from the cultural milieu of the conflict setting. Because community colleges share a common purpose and ancestry, they tend to have some commonalities in terms of their organizational climates. For one thing, the work of community colleges is in human development, and this mission brings with it certain values that inform how deans and department chairs approach conflict situations. Values such as fulfillment of student goals, enhancement of learning, or support and cooperation in the workplace provide a shared, although often unstated, set of criteria for making sound decisions in conflict situations.

The historical development of community colleges contributes to their characteristic organizational climate, as well. Community colleges can trace two lines of ancestry: one from public high schools and the other from universities. Characteristics of both lines are evident in the ways conflict is typically processed in the community college setting. For instance, formal conflict resolution processes, such as grade appeals, mirror those of universities. Faculty rights and responsibilities also derive more from university models than from their public school counterparts. However, public school influence can be seen in the hierarchy of management and what is often a top-down approach to conflict resolution.

Hierarchy and Roles

In the above example, the student has come to the dean's door because he intends to go over Professor Berman's head. He assumes that the power to resolve the conflict situation lies within the formal hierarchy of the college. On the face of it, this is a reasonable assumption, but accepting that assumption without examination can lead to problems. If the dean immediately assumes that the duty and/or privilege of making a decision about the conflict rests with her, then she may insert herself inappropriately into the conflict situation or even usurp someone else's authority. What if, for instance, the resolution of the conflict involves a grade change? The dean would be clearly out of line to make a decision to change the grade designated by Dr. Berman. The fact is that the hierarchical structure of a community college only applies within a limited realm. While students and even faculty and staff may carry every conflict up the hierarchy to a department chair or dean, not every conflict is appropriate for the chair or dean to act upon.

Hierarchical structures and role relationships also affect conflict management in other ways. The interdependence of roles and differences in status will invariably be major influences on how the involved parties act out the conflict. How the above student approaches the conflict situation will be determined in large part by the fact that he is in conflict with someone of higher authority. Similarly, the dean's own hierarchical role will affect how the conflicting parties voice their concerns and how they interact with each other.

Conflict Styles

The dean or department chair faced with a conflict situation must also be aware of the diversity of approaches that different people take toward conflict. Every person will have a unique orientation toward any given conflict situation. Some people will scream. Some people will run away. Some people will bang a shoe on the table. And still others will draw a flowchart. The dean or department chair needs to be prepared to recognize different conflict styles, to acknowledge each person's characteristic style, and to use this diversity of styles to the college's advantage.

Five different conflict styles, as described by Putnam and Poole (1987), comprise the range of typical orientations people take toward conflict. Competing is the most aggressive style, characterized by verbal dominance, tenacity, and use of position power. Collaborating is a similarly direct style with a less aggressive stance and more of a problem-solving orientation. Compromising is a style marked by the tendency to meet half-way between the conflicting parties' positions. Accommodating is a more indirect conflict style in which differences are minimized and glossed over. Avoiding is the most indirect conflict style; people exhibiting this style simply withdraw from or deny the conflict situation.

While any given person may tend toward a particular style, there are many situational factors that affect a person's choice of style in a particular conflict.

Conflict Management Strategies

Analysis of these four factors of conflict situations—the conflict issue, organizational setting, hierarchy and roles, and conflict styles—leads to a clearer understanding of the interpersonal and organizational dynamics of conflict. In dealing with the case of the angry student vs. Dr. Berman, the dean is much better equipped to orchestrate a productive resolution process if she builds her conflict management strategies upon this analytical foundation.

Strategies and guidelines can be derived from the analysis of each of the four factors. If the dean understands the nature of conflict issues, that they are emergent and changing, then she will put great emphasis upon the dialogue that occurs with the conflicting parties. She will be patient. She will listen more than talk. She will have more questions than answers. She will nudge and prod and guide the conflicting parties to develop a shared view of the issue. If the dean understands the organizational setting of the college, then she will be cognizant of the rules that guide her decision-making. She will certainly act in accordance with formal policies and procedures, but she will also know that there are many other implicit rules by which she must abide. She will consciously focus on the values underlying the mission of the organization, and she will use those values as decision-making criteria. If the dean understands the college's hierarchy and role relationships, she will be wary of taking control of any particular conflict situation that is brought to her. She will exert her hierarchical authority only within its limits. She will also take into account differences in status and the dynamics of her own position of power within the dispute. Finally, if the dean understands the different ways that people approach conflict, then she will avoid expecting everyone to speak the same conflict language. She will acknowledge that one person's crying may be as legitimate as another person's dry-eyed logic. She will use this diversity of personal styles as a resource, and she will view conflict as a creative opportunity.

Overall, this analysis leads to the adoption of a facilitative rather than an authoritative stance toward conflict management. While researchers have found that managers confronted with conflict situations most often employ more authoritative, controlling strategies, they have also found that it is the less controlling, facilitative strategies that lead to more durable and effective resolutions (Karambayya and Brett, 1994). Interestingly, Karambayya and Brett also found that managers seem to learn this through experience: experienced managers tend to employ facilitative strategies more often than do inexperienced managers, who tend to rely heavily on autocratic strategies. Experience teaches many valuable lessons, and this is one from which deans and department chairs can well learn.

HOW TO SOLVE CONFLICTS EFFECTIVELY

References

- Karambayya, R. & Brett, J. (1994). Managerial third parties: Intervention strategies, process and consequences. In J. Folger & T. Jones (Eds.), New directions in mediation (pp. 175-194). Thousand Oaks, CA: Sage.
- Putnam, L., & Poole, M. (1987). Conflict and negotiation. In F. Jablin, L. Putnam, K. Roberts, & L. Porter (Eds.), Handbook of organizational communication (pp. 549-599). Newbury Park, CA: Sage.

HOW TO SUCCEED IN CONTRACT TRAINING

(BY REALLY, REALLY TRYING)

By

William Flynn
Dean, Media/Business
Palomar Community College
San Marcos, CA
and
Jack Wismer
Executive Director
Black Hawk College
Moline, IL

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

251

287

William J. Flynn

Bill Flynn has compiled 28 years experience working as faculty and administrator in community colleges in Maryland (Anne Arundel), New Jersey (Mercer), Arizona (Pima), Ohio (Lorraine) and California, including service as Department Chairperson, Associate Dean of Instruction, Assistant to the President, Dean of Community Education, and his current position, Dean of Media, Business and Community Services at Palomar College in Southern California

For the National Council on Community Services and Continuing Education, he has served as State Liaison for California (2 years), Region IX representative to NCCSCE Board of Directors (2 years), and currently has a three year appointment on the Council Board as National Conference Chair.

Bill has also served four years as member of the Board of Directors and National Liaison Officer for the United States Institute for Theatre Technology, representing the Institute to major management, labor and advocacy organizations in the Entertainment Industry. For the past eleven years, he has conducted a management and Leadership Skills Academy for USITT, working closely with Dr. Larry Christiansen, President of Mesa Community College, the host institution for the Department Chair Academy.

He is a regular presenter at national conferences of major organizations and an active facilitator and consultant to non-profit and educational organizations.

Jack N. Wismer, Ph.D.

Dr. Wismer currently serves as Executive Director of the Business and Industry Center at Black Hawk College. Prior to joining Black Hawk College, Dr. Wismer served as Vice-President of the Corporate and Community Development Division at Lake Michigan College, where he was responsible for Business and Industry Training, Continuing Education, Apprenticeship Training, a Small Business Development Center, International Business Center, and Lake Michigan College's South Campus. Annually, the Division provided training and educational services to over 3,500 people and 550 companies in the southwest Michigan region.

In 1990, Jack served on the Governor's Task Force on International Trade for the State of Michigan. He has authored and published two comprehensive video training programs on time management called the 25th Hour and Career Advantage. He produced a cable television show, Career Challenge which aired on approximately 50 cable television systems. He is listed in Outstanding Young Men of America and Who's Who in the West. Jack is a member of the American Society for Training and Development since 1974 where he has served as President of the Rocky Mountain Chapter.

Dr. Wismer is current President of the National Council for Community Services and Continuing Education and also serves on AACC's Commission for Community and Workforce Development.

How to Succeed in Contract Training (by Really, Really Trying)

Why Do It ?

- School to Work
- Market Forces
- Community Development
- Funding Potential

Benefits

- Improved relations with local employers
- New revenue stream
- New adjunct faculty pool
- Better job placement opportunities
- Secondary enrollments
- Escape valve for CAP limitations

Internal Marketing

- Communicate to all constituencies
- Meet with their leadership
- Honor established procedures
- Compensate teachers fairly
- Return tangible benefits to contributors
- Create good instructor relations

Where to Put It - Models

- Dean of Instruction
- Vocational Education Dean
- Special Unit
- Community Services
- Foundation
- District

Target Clients

- Determined by service area
- Need to know your demographics
- Companies
- Government agencies
- Professional Associations
- Consortium of small companies

Internal System Considerations

- Accounting
- Invoicing
- Support Services
- Evaluation
- Identification of instructors
- Payroll
- Customer Service
 - On-site services
 - Textbook order & delivery
 - Assessment (skills, career, aptitudes)
 - Orientation
 - Registration
 - Instructor Contact
 - Recognition Ceremonies
- Strategies to Become Self-Supporting
 - Reorient yourself regarding productive time
 - Focus on getting contracts
 - Go after repeat business
 - Focus on outcomes
 - Reinvest in the program
 - staff
 - program developer
 - fiscal control
 - marketing
 - project manager
- How It Can Expand
 - TV courses
 - Speakers series
 - Teleconferences
 - License Packages
 - Go International
 - Go Customized
 - Develop a Train the Trainer package
- Systems Approach to Training
 - Building Communities : A Vision for a New Century
 - College Mission : Essential to Community
 - Service/Continuing Education

Important Role of Community Colleges in Workforce
Training
National Delivery System
Positioning Community Colleges for the Future
A World of Significant Changes
Partnerships with Business & Industry
Motorola
Whirlpool!
Preparing for a Global Economy
Growth Markets
Continuing Professional Education Licensures
Role of National Council on Community Services & Continuing
Education
Professional Development
Legislative Advocacy
Commission on Community & Workforce
Development
Strategic Alliances
NETWORK, NCOE & NCCSCE
COMBASE

***HOW TO USE A "COMMON SENSE" APPROACH
TO INCREASING YOUR ODDS OF BEING A
SUCCESSFUL ACADEMIC LEADER***

By

**Bill DeNardo
Chair, Technical Careers
Lansing Community College
Lansing, MI**

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

257

292

William F. Denardo

**Chairperson
Technology Careers Department
Lansing Community College**

Academic Credentials

Master of Arts in Administration and Supervision, Western Michigan University

Bachelor of Science in Industrial Education, University of Minnesota

Mr. Denardo is responsible for the administration of the following programs at Lansing Community College: architecture and land planning, construction technology, industrial drafting, industrial technology, media, and transportation. Mr. Denardo has been with Lansing Community College since 1986.

His past work experience includes working at Dow Chemical Company for thirteen years, at Dowell Schlumberger as a research and development section leader for five years, and at Delta College for seven years as an instructor in welding, hydraulics, power mechanics, and metallurgy. At Dow Chemical Company he served for four years as a course developer and training specialist where he created nine major management development courses and implemented them on a world-wide basis. He advised training personnel in three U.S. divisions, and made numerous on-site presentations and conducted group classes for training personnel.

Mr. Denardo is active in the American Society for Training and Development.

This paper will focus on creating the climate and conditions in which your team members share leadership responsibilities with you. We will examine common sense approaches to a working relationship between you and those who will be on your team. One might say let's look at how you can become facilitator, coach, partner, or in short you enable the members to do their job.

Let's first ask ourselves why would anyone want the job we have? Is it a need for power, control, or to be served? Is it the money, respect, recognition, prestige, or just plain need for attention? For some, the answer is "yes"! As we all know, each of us have some of the same, yet different needs. Some cannot lead under the new team concept; they thrive on control. Some feel they were chosen as an administrator because they are the smartest person or a person that has all the answers. These are many of the people who are having the most difficulty working with the team concept. I was told once that "just because you put that white shirt and tie on does not mean we have to respect you, you have to earn our respect". True words of wisdom!

Now let's look at the characteristics that we have admired in the leaders we have worked for such as a boss, coach, or teacher. You might list one or more of the following characteristics:

1. They had my best interest in mind.
2. They challenged me.
3. They helped me through rough spots.
4. They were committed to a goal.
5. They were open and caring.
6. They stretched me.
7. They knew my abilities.
8. They let me make decisions on my own.
9. They had confidence in me.
10. They were supportive.
11. They kept their promises and confidences.
12. They admitted their mistakes.

All of these sound pretty personal to me. Working with people, you have to show them you are human, that you do not have all the answers, that you do make mistakes, and most importantly that you need them.

Effective leaders take a personal interest in people and their problems or successes. This interest is in people at all levels, not just at your level and above or those you feel can do you the most good at any given time (and ignore the rest). The effective leader empowers the team, frees them up and serves them in a supportive role. You will be a more successful leader if you bring out the best in others at all levels. There are many successful leaders who spend their energies schmoozing those

at higher levels and ignoring others. Yes they are successful - short term. It will catch up with them long term.

A successful salesperson, for example, knows the best way to increase his/her chance of making a sale is to see the person with the buying power. However, there is a person in the way of this connection and that person is the office receptionist. The salesperson must treat the receptionist with respect and as an equal, not just as a person standing in the way of making a sale. When asked why do you buy from a particular salesperson or let that salesperson in to see the buyer, the answers are; "because we like him/her", "because we trust him/her", and "because he/she services us." Believe it or not, price is very seldom an answer given.

Take the time to talk with all the individuals in your organizations - all levels. Get out of your office, away from your computer, and go to them. Show each person that you care about him/her. You will build a base from which to build trust. It takes time to build trust but only a moment to lose it.

One way to make time to show individual attention is to schedule at least an hour with each individual in your department. This has been tried and has been very successful, especially when you are new to a department or after a reorganization. You can learn more about each individual and his/her job plus you can use this information when you plan for possible improvements in processes or activities in the future. Tell each person you meet with why you are meeting such as:

1. To learn more about him/her.
2. To learn more about what he/she does.
3. To learn how you can help the individual in his/her role.

Also, tell them that you will meet with everyone in the department individually, receive everyone's input, summarize it, and meet again as a group to share their ideas and clarify your role (and theirs). During this session with them, that may run from one to three hours, you will find that they are eager to tell you the things that they feel they can do to help out the new organization. You want a clear list of their ideas about what you can do. After you see many of them bursting at the seams to tell you what their part can be, take their ideas only after saying, "Do you have any more ideas on how I can serve you? I also want to know of any problems or ideas you may have in the future." Make sure they know that this is only the first step in this process. The second step will be the sharing of all the information with the rest of the team. The third step is the follow through where the team has committed to a to-do-list. There will also be many more steps later.

After the sessions have been completed, summarize what the group has come up with and call a meeting to discuss all the issues. During the meeting tell them about your commitment to do each of the items on the list. It will be your report card if all agree that those are the items most important to them and the success of our department. You will also gain their commitment to their part without forcing them. They will volunteer. Your follow through will help you build trust.

Stay with it, follow through, add to the list, and check off any completed items. The list will become part of your short and long term plans for you, your team, and your supervisor.

Consider managing through influence. What you are trying to do is get things done through influencing others. As you know, people do things for their own reasons, not yours. Getting away from telling people what to do and instead, share with people what needs to be done or what they see needs to be done may work better. Okay - well enough - now how?

Give your team members, or better yet let your team members select, assignments which require them to work together. Make sure the objective is clear and reachable, share all the information you have and they need to increase their odds of success. Create opportunities for members to assess each other. Help team members see the unique abilities in each other. Admit when you don't have all the answers. It is not an admission of weakness, it is an admission of being human and needing their help.

Yes, this all takes time and you may say I do not have the time. We all have 24 hours in the day, it is how we spend this time that counts. What better way to spend time than building trust, formulating a plan, spending it with those who together will become more successful as a result of this shared time.

Conversely, many leaders feel that their time is better spent as mentioned earlier, directing their energies in making points with high level administrators. It is quicker to continue their autocratic ways and achieve short term results by intimidation and threats. This type of leader will drop by the wayside long term but damage those who they lead short term. This type of control leader may spend all their time personally figuring out all the solutions to problems then forcing them down other's throats. Several obvious things will happen to this group of people he/she leads. They will see the word "team" as a four letter word, they will become passive, lose their sense of worth, transfer, or quit.

You will get more satisfaction and have more success giving your team all the information they need to make decisions, empower them, and look to them to help you make decisions collectively. Use the group as a resource in their own progress and success. Make sure they get credit as a group. You will make a nice transition into being a facilitator, a member of the team, a coach; in short, you will enable them to do their jobs and help you achieve your goals.

Think for a moment about the time you were really motivated, felt full of energy, and were able to make full use of your abilities; when you worked really well not just hard. What conditions were present? The answers might be: when the goals were clear, when I had freedom to act, when I felt a member of the team, or when my results were going to be used.

As a leader, you must build your teams trust in you, set parameters, keep their focus on the goal, and keep them energized. Being an effective leader takes time. It takes practice. Your consistency and commitment will increase your chance for success. The team members will watch you closely, making sure you "walk the talk". Don't disappoint them!

In summary, you must create the climate or the conditions in which the team members share the responsibility of leading the department. Look for commitment from all, this will help assure success. Look at change as an opportunity to improve. And above all - lead by example.

IMPLEMENTING A SUCCESSFUL FACULTY, DATA DRIVEN MODEL FOR PROGRAM REVIEW

By

Suzanne Beal
Vice President, Academic Affairs
and
Shirley Davis
Associate Dean, Science/Technology

Frederick Community College
Frederick, MD

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

263

298

BIOGRAPHICAL SKETCH

Dr. Suzanne Beal

Dr. Beal received her doctorate from the University of Maryland in English. She presently serves as the Vice President of Academic Affairs/Dean at Frederick Community College. Dr. Beal previously taught English to community college students. She has a special interest in student outcomes assessment, accountability and professional development for faculty.

Dr. Shirley Davis

Dr. Davis received her doctorate from George Mason University, Virginia. She presently serves as Associate Dean of Science and Technologies at Frederick Community College. Dr. Davis previously taught biology to community college students. She has a special interest in institutional and instructional accountability and professional development for adjunct faculty.

IMPLEMENTING A SUCCESSFUL FACULTY, DATA DRIVEN MODEL FOR PROGRAM REVIEW

Program review takes two forms at Frederick Community College; Instructional Accountability Program Review (IARP) and Career Program Review. Both programs are an extension of the College's outcome assessment activities. Both are based on faculty analysis of quantitative and qualitative data that relates to student and program goal achievement. The purpose of the program review structure at Frederick Community College is to assess the program's progress in meeting its stated mission, goals and objectives, and to remove any existing barriers to accomplishing these goals. Barriers may take the form of inadequate funding or staffing, professional development, training or facilities needs, and/or faculty or student support services.

The Instructional Accountability Review Process is a comprehensive review procedure that is applied to every program, transfer and career, and general education discipline. It focuses on trend data collected by the State and the College, as well as current student and faculty input. There is an emphasis on general education goal achievement, transferability and student success. Programs/disciplines are reviewed on a five year cycle by a committee of faculty from multiple disciplines and key administrators. A report is sent to the Vice President of Academic Affairs/Dean, as is a one-year follow-up report.

Career Program Review is specifically for career (A.A.S. degree) programs. Each career program is measured against the career program viability standards determined by the College. These viability standards are based on student goal achievement, job placement rates of graduates, community need and cost to the College. Career programs are reviewed each year by a committee of key college administrators and the department chair or program manager and the Vice Presidents of Finance and of Academic Affairs. A report is sent to the President.

To facilitate the reporting process, faculty and associate deans are provided the report format on disk, assistance from the offices of Admissions, research, and Finance, and a how-to manual. Data collection and survey distributions are encouraged to begin the semester prior to the review.

The Academic Affairs Division of Frederick Community College recognizes the importance of careful monitoring of its academic programs and disciplines as a means of meeting the College's mission of providing quality, accessible educational opportunities to the citizens of Frederick County, Maryland, and of achieving its primary goal of High Quality Instruction. In addition, both review programs speak to the value the institution places on its faculty, its students, the community it serves and their welfare, by providing a consistently high level of support to its academic programs.

Beal, Davis: Frederick Comm. College

INSTRUCTIONAL ACCOUNTABILITY REVIEW PROCESS

Instructional Accountability Review Process is a procedure by which faculty and associate deans study, analyze and evaluate a program of study (Drafting Technology Program) or a general education discipline (English). The results of this review (a report) is presented to a select committee of faculty and staff.

The Instructional Accountability Review Process serves the following purposes.

- It is an opportunity for the faculty to take a good, hard look at the program and courses in their discipline.
- It is an opportunity for the faculty to express the needs and values of a program or discipline to the Instructional area.
- It makes the faculty aware of the statistical reports and the data collections that are prepared by the College and the State.
- It brings closure to the past several years of faculty activities with respect to Instructional Accountability.

The review process consists of four major steps. The process applies to Programs of study listed in the catalog and to General Education Core disciplines for which no specific program is offered at FCC. Each program/discipline is reviewed every five years.

FOUR STEPS OF THE REVIEW PROCESS (Each component may not apply equally to career programs and general education core disciplines.

1. Associate dean and faculty prepare a report.
2. Associate dean and faculty present the report to THE INSTRUCTIONAL ACCOUNTABILITY REVIEW COMMITTEE for recommendations/suggestions.
3. The report is submitted, with committee recommendations/suggestions, to the Vice President for Academic Affairs for comments. These comments are can be in the form of recommendations, comments or further direction, and become part of the report.
4. The INSTRUCTIONAL ACCOUNTABILITY REVIEW committee will present the report with revised action plan to;
 - The faculty for follow up on the action plan.
 - The associate dean who will prepare a 12 month progress report which will be sent to the Vice President.
 - The Vice President's office where it will be kept on file.

INSTRUCTIONAL ACCOUNTABILITY REVIEW
REPORT FORMAT

Title page (1 page)

Dean's comments (1 page)

Table of Contents (1 page)

Executive Summary (1 page)

Description/overview of program or discipline (1 page)

Goals and Objectives (Copy of goals/objectives plus 1 page narrative.
Appendices as necessary)

Student Outcomes Assessment (3-4 pages of charts and analysis plus 2-3 pages
of narrative)

Curriculum (4 pages)

Curriculum design

Advisory committee support

Faculty and Instruction (2 pages)

Resources (4 pages)

LRC support and holdings

Student Development support

Facilities and Equipment

Administration (3 pages)

Productivity

Program costs

Trends for the future

Action Plan (as needed)

Appendices (as needed)

The final report should be no more than 25 pages, each component beginning
as a separate page, and a few select items in an appendix.

ACADEMIC CAREER PROGRAM VIABILITY

Career programs at FCC constitute a central component of the instructional mission. Our programs are consistently striving to provide students with a quality education that will enable graduates to compete very favorably in the job market. To ensure that each of our career programs remains viable, the College has established the following set of viability criteria, along with standards by which the criteria will be measured. Career program viability will be monitored through the Career Program Review process

CAREER PROGRAM VIABILITY CRITERIA AND STANDARDS

1. All career programs will provide students a high quality, state of the art educational experience. To meet the quality criteria, a career program must conform to each of the following standards that apply to it.
 - Maintain accreditation and or certification
 - Maintain acceptable employer satisfaction rate
 - Maintain graduate pass rates comparable to national average.
 - Maintains transfer student success rate comparable to non-career program students.
2. All career programs must fulfill an ongoing, demonstrated need. Need for the program will be demonstrated in the following ways.
 - Program enrollment remains stable or increases. A decline in course enrollment or declared major of 15% in one year or 20% over two years jeopardizes program viability.
 - 60% graduates over the three year period have been employed in the field, transferred to a four year school, or have been employed in a related occupation or further training program.
 - Market analysis data which shows the availability of career opportunities.
3. All career programs must be affordable to the College. Affordable will be demonstrated by the following.
 - Direct program costs shall not exceed three times the College's average direct cost FTE for all academic programs.
 - If a program's ongoing direct costs exceed College standard, viability can be maintained if the difference is underwritten by external financial support from organizations or individuals specifically for that discipline.
 - Direct costs can also be reduced by extra fees charged to the program participants.

In addition to fulfilling the preceding criteria by maintaining the standards established, each career program must continue to meet the following expectations:

- Career programs must employ fully qualified faculty and staff.
- Each career program must have in place an active, approved advisory committee. The committee will be composed of program faculty and staff along with at least five (5) members from outside the College directly involved as practitioners in that career field. College staff involved in public relations, publications and advertising, resource development and planning/research may be invented to participate as committee consultants.
- Each career program must continue to offer a schedule of courses which meets the needs of the students.

PROCESS FOR REVIEWING PROGRAM VIABILITY

The Program Review Committee will review with the program manager each career program at least once a year to determine if published criteria and necessary conditions are being met. (This committee includes the VPAA and Dean; all instructional administrators who are involved in career programs; other instructional administrators who are asked to participate; administrators from Admissions, Research, Finance, Student Placement Office and designated faculty).

When any of the preceding criteria are not being met, the College will intervene to attempt to reinstate program viability. At this point the Program will be given a probationary status for the purpose of triggering strategies designed to improve conditions. The strategies may include but are not limited to:

Increased marketing and recruitment efforts. The associate dean of the division will, along with program managers, admissions personnel and college relations, develop a targeted marketing plan for the program.

Program changes. The associate dean with the program managers will undertake a curriculum analysis for the purpose of determining instructional currency, trends in the program area, alternative directions or additions to program.

Program redirection. The associate dean with the program manager will explore alternative structures and delivery systems. (eg. alternative sequences and time frames, continued education).

The associate dean and program manger will present to the VPAA a comprehensive plan for program improvement and a recommendation for the length of the probation. At the conclusion of the probation, the Program Review Committee will reconsider the program and recommend to the VPAA: 1.) restoration of the program to approved status, 2.) extending probationary status or 3.) program termination or discontinuance.

If a program is discontinued, the College will make every effort to redirect faculty into other areas where their skills may be needed. The College will, when possible, provide retraining opportunities to faculty displaced by program discontinuance.

***IMPROVING TEACHING THROUGH A PEER SUPPORT
"TEACHER CONSULTATION PROCESS"***

By

Mike Kerwin
Coordinator, Faculty/Staff & Program Development
University of Kentucky Community College System
Lexington, KY
and
Judith Rhoads
Dean, Academic Affairs
Owensboro Community College
Owensboro, KY

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

271305

BIOGRAPHICAL SKETCHES

Michael Kerwin has coordinated faculty/staff and program development for the University of Kentucky Community College System since 1983. Prior to that time, he was an instructor of English at an urban research university for five years and at a rural community college for eight years. He holds a doctorate in adult and community college education and is interested in faculty development and instructional programs that enable people to work together, as colleagues, to become more effective learners. As such, he is an advocate for teaching consultation and contract learning programs. He received the John Fry Individual Merit Award from the National Council for Staff, Program and Organizational Development in 1991.

Judith Rhoads, Dean of Academic Affairs at Owensboro Community College, University of Kentucky Community College System. She was awarded a BS degree from Murray State University, and MA degree from Austin Peay State University, and a Doctorate in Human Resource Development from Vanderbilt University. Prior to her appointment at OCC, she was a professor of psychology at Madisonville Community College for seventeen years. Some highlights of her career include representing the community college faculty on the University of Kentucky Board of Trustees, completing a one year fellowship program with the American Council on Education, fifteen years as a teaching consultant, serving in numerous UK Community College leadership positions, and being selected teacher of the year several times.

IMPROVING TEACHING THROUGH A PEER SUPPORT "TEACHER CONSULTATION PROCESS"

Michael Kerwin and Judith Rhoads

University of Kentucky Community College System

One of the most popular faculty development programs offered in the University of Kentucky Community College (UKCCS) is the Teaching Consultation Program. Since the Teaching Consultation Program was implemented in 1977 over 500 UKCCS faculty have participated in the program, and participants have consistently given it excellent ratings.

This presentation introduces faculty and administrators to the Teaching Consultation Program by addressing four major questions: What is the Teaching Consultation? How does it work? What does it do? How can a college start a consultation program? The presentation also identifies the key elements of effective consultation and describes a case study using Teaching Consultation.

What is Teaching Consultation?

Basically, Teaching Consultation is a peer consulting program available to faculty who wish to analyze their teaching behaviors and make changes in their teaching. Teaching Consultation is confidential, structured, voluntary, and independent of performance review. Faculty members, who are recognized by their colleagues as outstanding teachers and who have attended a workshop to prepare them to be consultants, serve as consultants. Teaching consultants work three-hour class to do so. In the 1991 spring semester, twenty teaching consultants worked with twenty-nine faculty clients on eleven of the fourteen UKCCS campuses.

What Are the Key Elements?

Teaching consultants [possess at least six elements that distinguish it from other collaborative faculty development programs, such as monitoring, and contribute to its popularity and effectiveness. First, consultants are carefully selected and prepared to conduct the program. Secondly, participation in the program is voluntary. Third, the program is owned by the faculty. Fourth, consultants follow a well-defined set of procedures when they consult with a faculty client. Fifth, the materials used in the program are field-tested and research-based. Sixth, research has shown that participation in the program has resulted in changes in teaching. Every aspect of the Teaching Consultation Program reflects these elements.

How Does it Work?

When they conduct the program, consultants follow a set of procedures developed in the School of Education in the University of Massachusetts at Amherst in the early 1970's. Those procedures which Bergquist and Phillips describe in Volume 2 of A Handbook for Faculty Development (1977) are designed to help faculty recognize and consciously develop instructional behaviors most appropriate for themselves and their students. The key stages are outlined below.

The initial interview. The consultant meets with the faculty member, clarifies the confidential nature of their relationship, explains the process, and identifies a specific class on which to concentrate. The consultant asks the faculty member to agree to participate in the process for the entire semester. If the faculty member agrees to participate, the consultant arranges to begin collecting data.

Data collection. The consultant interviews the faculty member, observes him or her teaching the class, videotapes an instructional session, and administers a questionnaire to the students in the class to obtain information about the instructor's goals and teaching behaviors. This stage requires about four weeks.

Data review and analysis. The consultant and the faculty member review the collected data. Together, they identify at least three teaching strengths and at least three teaching areas that could be improved.

Planning and implementing changes. The consultant and the faculty member identify three of four teaching improvement goals. The consultant helps the faculty member to select or design and implement strategies to meet these objectives. This stage requires at least eight weeks and the consultant monitors the instructor's progress weekly.

Evaluation. In the final three weeks of the semester, the consultant evaluates the instructor's success in achieving his or her goals. To accomplish this, another classroom visitation is made, another class is videotaped, and another questionnaire is administered to students. The data is reviewed by the consultant and instructor, and the instructor evaluates his or her experience in the program.

One of the key components of the Teaching Consultation Program is the Teaching Analysis by Students (TABS) questionnaire, which is used in the data collection stages. Based upon the extensive research of Dr. Robert Wilson and others at the University of California at Berkeley, this

questionnaire was developed originally at the University of Massachusetts at Amherst. The original questionnaire contains 38 items describing instructional behaviors and 12 items describing student characteristics. The questionnaire used in the Teaching Consultation Program at UKCCS retains 50 items but has been modified somewhat to meet the needs of community college students and faculty.

What Does it Do?

Results from a three-semester study conducted in UKCCS showed that a group of faculty who participated in the Teaching Consultation Program raised their student ratings significantly as compared to a control group who did not take part in the program. Furthermore, this higher rating persisted in the experimental group one semester following their participation in the program. In addition, faculty who have participated in the program have praised the program. A typical comment on the evaluation form that participants submit when they complete the program states "This was a wonderful opportunity to meet regularly with one of my colleagues and talk about teaching."

A Case Study

A case study of a hypothetical consulting situation illustrates how the Teaching Consultation Program works and how it can affect a faculty member's teaching.

Ms. Case has taught an introductory business management course for two years. Before coming to Anywhere Community College, she was a sales representative for a large retail organization for three years; she also holds a Master's degree in business administration. Although Ms. Case has received relatively high ratings on the student evaluations of her class, she is becoming frustrated as a teacher. The students in her business management course appear bored and come to class unprepared. She is thinking about leaving teaching and returning to business. Talking to a friend in the business division, she hears about the Teaching Consultation Program. She decides to talk to the consultant.

Ms. Case and the consultant begin their work together with an initial interview. The consultant describes the Teaching Consultation Program, and Ms. Case agrees to participate. In a second interview, Ms. Case talks about her teaching in depth, and the consultant learns about her problem with students who appear bored and apathetic. Ms. Case invites the consultant to observe her teaching the class. Following the

observation, the consultant videotapes and instructional session and administers the TABS questionnaire to the students in the class.

After the questionnaire responses have been processed, Ms. Case and the consultant review the questionnaire and the videotape. Together, they identify three teaching strengths and three areas that could be improved and where to focus their efforts for the rest of the semester. Specifically they decide to implement several teaching strategies to involve the students in learning about business management and to implement several setting style changes—such as coming out from behind the podium—to give Ms. Case a more dynamic image.

The consultant continues to meet weekly with Ms. Case. Three weeks before the semester ends, the consultant videotapes her class again; the consultant also asks the students to complete another questionnaire containing items drawn from the TABS. The results of the videotape and the questionnaire show that the students are indeed more actively involved in the class. An equally important change has occurred in Ms. Case—she seems to be enjoying what she does; she appears much more self-confident and relaxed. In fact, she has decided to remain in teaching for another year; she also wants to begin her next class differently. She likes seeing her students get excited about business. The Case is a typical success story in The Teaching Consultation Program. Although not all outcomes may be as dramatic, many are.

Program Implementation

Implementation of a teaching consultation program requires several elements to be in place before the first consultation begins. The first is an administrative commitment to a program that is independent of performance review. The second is coordination. Someone must schedule the consultation calendar, handle computer logistics, develop and coordinate workshops and prepare reports. Third is computer support. Arrangements to process the TABS questionnaire must be made. Fourth, provisions must be made to select and prepare the teaching consultants.

Although consultants follow a well-defined set of procedures in the Teaching Consultation Program and use a research-based student questionnaire as a part of the data collection process, the crucial element in the process is the consultants' ability to assist their colleagues in recognizing and consciously developing instructional behaviors must appropriate for themselves and their students.

The selection and professional development of teaching consultants is of utmost importance. As indicated earlier, only faculty who are recognized by their colleagues as outstanding teachers are invited to become teaching consultants. If these faculty accept this invitation, they must participate in an intensive two-day workshop to prepare to become consultants. It is interesting to note that almost all of the UKCCS consultants who attend this workshop have also been clients in the Teaching Consultation Program at one time.

Consultants who are working with faculty clients at UKCCS are also required to attend a two-day workshop each semester that they are consulting. This workshop is scheduled by the systemwide coordinator for the program to follow the systemwide administration of the TABS questionnaire. Consultants present a twenty-minute introduction of each of their clients at this workshop. The presentation includes a ten-minute videotape and a summary of the results of the TABS questionnaire. In a brainstorming session following this presentation, other consultants suggest teaching improvement strategies that the presenter could use with his or her clients.

The systemwide coordinator for the program also arranges for other professional development activities for teaching consultants. These may include workshops, symposia, or opportunities to attend a national conference on the improvement of college teaching or to apply for research grants.

Program Administration

In UKCCS, a multi-campus system with fourteen colleges dispersed throughout Kentucky, the coordinator for Faculty/Staff and Program Development, a member of the Chancellor's staff, coordinates the Teaching Consultation Program. College presidents recruit teaching consultants and provide them with travel and released time. Hearing the compliments that students and faculty have given the Teachers Consultation Program has convinced college presidents that the program is well worth its cost.

Reference

- Bergquist, W.H. & Phillips, S.R. (1977). A Handbook for Faculty Development. Volume 2. Washington D.C.: The Council for the Development of Small Colleges.

***IN SEARCH OF THE PRECIOUS COMMODITY TIME:
HOW TO USE AND ABUSE IT***

By

**Helen Burnstad
Director, Staff Development
Johnson County Community College
Overland Park, KS**

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

279

312

Dr. Helen M. Burnstad, Director of Staff Development, at Johnson County Community College, has been a teacher, department head, division chair, director of training and development and currently is a full time administrator serving all full- and part-time employees (some 2200) at JCCC. Her background includes a B.A. and M.A. from the University of Northern Colorado in speech communication and English and an Ed.D. in higher education administration from the University of Arkansas at Fayetteville.

Helen has been a participant in the National Community College Chair Institute as well as a facilitator for the Institute. She has presented pre-conference workshops and concurrent sessions at each of the previous NCCCA conferences. She is active in the National Council for Staff, Program, and Organizational Development (NCSPOD). Helen is committed to the vital role of chairs and deans in advancing faculty development and student success.

In her spare time, Helen consults, trains, and shares information with community colleges, businesses, and health care organizations on such topics as time management, work behavioral styles, and team building. She likes to travel and read. She enjoys people and laughing!

In Search of the Precious Commodity TIME: How to Use and Abuse It

Time is the great equalizer! We all have the same amount of time -- 24 hours each day, 60 minutes in each hour, 60 seconds in each minute, etc. You cannot save time, stockpile it for later, or recapture the time that you've just "wasted." For all Chairs and Deans, the issue of time management seems to be a primary concern. In this article we will examine what you need to do before you can take control of your time, explore some issues of time management and recommend some strategies for maximizing your precious commodity.

What you need to know

What is the time management culture of your organization? Each organization has a time management culture. Stop and consider what your organization's time management culture is. Are people time conscious? Do they make appointments or just drop in? Are they late for meetings or prompt? Does the organization have a master calendar so you as a chair or dean can plan your deadlines and projects? Do you know from semester to semester when things like schedules, performance reviews, etc. have to be completed? Does anyone seem to care if your time is well used? Is there a culture of crisis? meetings ad nauseam? wasted efforts? An organization that is time conscious tends to be a more productive environment. It also is an organization where employees are not overwhelmed with work leading to stress leading to counterproductive behaviors.

How do you use your time now? While this recommendation may seem impossible because I'm going to ask you to spend time to learn how to use time more effectively, you must determine how you currently use your time. See the time log included in the appendix. Record how you are using your time every half hour every day for a minimum of one week. Many time management writers suggest that you do this for 21 days but I can hear you say "But I don't have time to do anything now! How can you expect me to take time to do this?" Just Do It. The record keeping needs to be done by time blocks NOT at the end of the day when you have "forgotten" lots of your interruptions, "quick calls", etc. Record your activities every half hour. It's vital to re-thinking how you use time.

When you've finished the record, take time to analyze it. How are you letting others control your time? Do you have an open door which invites drop in visitors? Interrupt yourself to respond to every ringing telephone or beeping e-mail message?

To what degree do you feel in control of your time? Determine your sense of control. Are you in control of your time or do you let your supervisor, peers, faculty members, your staff control your time? Gaining control seems to be one solution to the time crunch problem.

What are the shortcomings of your current time management system? Determine why you are not in control of your time now. Do you have a good sense of what is most important for you to be spending time on in your job? If you are in a position that requires time in multiple roles, you need to determine what the expectations are for each role. For example, if you are a faculty member serving in a chair position with only 3 hours of re-assigned time, your conflicts are massive! But what your organization is telling you is that you need spend only the equivalent of 90 clock hours on the chair duties. That is hardly enough time to get all that work done so you do need to make the case for more time assigned to you for the position.

Another consideration you want to give to your current time management system is whether the people around you understand that you need help managing your time. Build your team around the initiative to use time more effectively. Provide time management systems for them all and use them. It will take some effort to get organized and concentrated effort to improve the use and avoid the abuse of time by your team.

What you need to do to take control of your time

Now that you've done your research on how you currently use your time and have determined what some of the current abuses and abusers are, you are ready to take action to improve your use of time.

The four quadrant model presented in First Things First is helpful for thinking about the ways you use your time now. The authors present the following model

	Urgent	Not Urgent
I.	II.	
Important	Immediately productive activities Problems Crisis Productive meetings Deadlines	Prevention Seizing opportunities Preparation Planning Relationships True re-creation Productive meetings
Not Important	Interruptions, some phone calls Mail, some reports Non-productive meetings Pressing matters Many popular activities	Trivia, busywork Some mail Some phone calls Time wasters Many pleasant activities
III.	IV.	

The authors assert that we spend way too much time in quadrants 3 and 4 and not nearly enough in quadrant 2. You need to know what is most important to you. Time management is really self management. You are not just your work self, there are many other aspects of your life that you need to work to balance.

Consider as you take the initiative to make changes what you need and/or want to do to devote more time to your family, friends, volunteer work, your home, religion, professional development, etc. Each of us have different aspects of our life we want to balance.

Do a Personal Mission Statement. In First Things First, the authors recommend writing your personal mission statement. Other authors suggest alternative ways of clarifying what you consider most important. One way of doing this is to imagine that you are attending your funeral and people are talking about you. What would you want them to be saying about you? Or determine how much longer you have to live (based on a guess of the longevity record of your family) and list what all you would like to accomplish in that time. Or consider how you would spend your time if you knew today that you had one year to live. What would you do differently? Whatever method you select, you'll find this a very difficult task. But again just do it!

Do a Personal Master Plan. Do you have written goals for your life? If not, write some specific goals you want to accomplish. Remember a plan or goal is not one until you have written it down. This will take various levels but your goal is to have a master plan for your life over the next 5 years minimum. Then break that down into annual plans. You'll be developing both work and personal plans as you try to use your time more effectively.

Determine your MVT - Most Valuable use of your Time now. Mark Sanborn on his audio tape, *Managing Your Time, Energy, & Relationships*, suggests that you ask yourself what the best of use of your time is as you plan for your daily tasks. Also be sure that you, and your supervisor, agree on the best use of your time. The same principle is true for you and your supervisees. Are you all clear about your mission, your outcomes, and your expectations?

Some strategies for managing your time

You cannot really take control of your time until you understand your work behavioral style. Use one of the popular instruments such as the Personal Profile System from Perfomax or the Myers-Briggs Type Indicator to help you understand your perceptions of your work style. Then determine what changes you may need to make in your natural tendencies i.e. if you are a perfectionist understand that means that projects are never right until you run out of time. On the other hand if you tend to be more social, understand that you may need to learn to control your natural talkative, gregarious style. Each aspect of work behavioral style carries with it some potentials for abusing the following recommendations for successful use of your time. With that in mind, however, the following suggestions are offered!

1. Take control of how you use time. You may find yourself having to make major changes in how you are using your time. This change will be difficult and will create an uncomfortable environment for your staff members. Involve them in the process.

Consider this information from Personnel Journal. "Next time you write a quick memo, consider a quick meeting instead. Studies show that routine memos are written once, and the rewritten 4.2 times. They also show that 54 minutes are spent planning, composing, and editing that memo. Here's the outcome: If an employee earns \$35,000 a year (\$17.50 per hour), the 54 minutes it takes to write a memo costs \$15.75. If the memo is rewritten 4.2 times, that's \$81.90. If one memo a week is written, that's \$4,258.60 per year." So if you are a memo writer, you may want to give that up. A stand up meeting would certainly be more effective.

2. Commuting time - how much time do you currently spend commuting? Can you save yourself time if you leave earlier or later and avoid traffic both at the beginning and end of the day? Chances are such a change would be easy to make. For example, if I go to work at 7 a.m. I have no traffic to contend with and enjoy the most productive hour (7-8 a.m.) of the day.

3. Waiting time - are you spending frustrating time waiting for appointments, for meetings to start or at off-campus activities? Plan for the possibility of waiting time. Prepare a reading file that you carry with you so you are never without productive things to do.

4. Personal time - do you find that you have no time to enjoy yourself? What time do you plan to spend with family and friends? Do you exercise, enjoy hobbies, or ever play? Now is the time to take time for those pursuits.

5. Enlist the help of others in your time management. Time management can and should be a team effort. Create the awareness, determine how others can help you and vice versa, train others in time management and you'll do a better job of using not abusing your time. Too often we don't get help because we don't ask for it!

6. Use a system. Adopt one of the various time management systems available on the market. It's not what system you use but that you use one that counts. Also it helps to build team work with time management if the team is using the same time management system. Some popular paper systems include the Franklin Day Planner, Day Timer, Filofax, or Day Runner. Some are joining the age of technology by adopting one of the various systems available. Mayer highly recommends ACT! but there are other systems available such as Access (Franklin system) and calendar programs you might find helpful.

Even the best computer users still tend to keep a planner. Perhaps because of the easy mobility of it and the ease of access. *USA Today* revealed on Oct. 25, 1995 "When it comes to keeping themselves organized at work, computer users tend to do it the old-fashioned way. Used: Daily planner (paper) 30%, Memory 27%, "To do" lists 26%, computer programs 8%, electronic organizers 3%, no special way 3% and other 3%.

7. Get Organized. If organization is a problem for you, take the time to clean and organize your desk, your office, your briefcase, your computer files. Organization should also be a team effort. If you are working with an administrative assistant or executive secretary, he/she may be able to help you get organized. You both should be able to access any item you need in your office in a very short amount of time. Experts estimate that most of us waste at least one hour per day searching for material we need! Figure that out and it adds up to many days a year. Staying organized is something you'll have to work at. Periodic days to maintain organization may be necessary.

8. Learn to corral the massive amounts of paper that we still generate in this "paperless" society! Share professional reading with colleagues. Ask your assistant to copy the Table of Contents of your favorite journals so you can mark ones you'd like to have copies to put in your "waiting file."

9. Work when you are at your best! Many theorists recommend that you go to work earlier in the morning. Shad Helmstetter in *Choices* (p. 88) says "...if you get up just one hour earlier each morning you will add the equivalent of over two additional months of productive work days each year." That additional time could be used for other pursuits as well --fun, family, friends, frolic!

10. Renew yourself. Know what is truly re-creating for you. Is it a good book? A conference with your friends? A Caribbean Cruise? Playing golf? What? Each of us must have some activities that are energizing. Your organization gives you vacation time. Take it!

No matter what you do you'll still only have 24 hours each day. You will only get to use each day one time. Determine how to use not abuse your time.

Suggested Resources:

- Aslett, Don. Clutter's Last Stand. Cincinnati, OH: Writer's Digest Books, 1984.
- Get More Done in Less Time. Videotape. Blackwood, NJ: Communication briefings, 1992.
- Mayer, Jeffrey. Time Management for Dummies. Foster City, CA: IDG Books, 1995.
- Merrill, Roger, Rebecca Merrill and Stephen Covey. First Things First.
- Moskowitz, Robert. How to Organize Your Work and Your Life. New York: Doubleday, 1993.
- Sanborn, Mark. Managing Your Time, Energy & Relationships. Audiotape set from Career Track, 1995.
- Winston, Stephanie. The Organized Executive. New York: Warner Books, 1995.

***INTERNATIONALIZING YOUR DEPARTMENTS
AND COLLEGES THROUGH
FACULTY AND STAFF EXCHANGES***

By

Gary Filan
Executive Director
National Community College Chair Academy
Mesa Community College
Mesa, AZ

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

287

319

Biographical Sketch

Dr. Gary Filan is presently serving as the Executive Director of the National Community College Chair Academy. In 1989, Gary, along with a group of department/division chairs from throughout the Maricopa Community Colleges, started a grass roots movement in pursuit of looking at the administrative and academic training needs of chairs and deans within the community & technical college sector. Since 1989, a series of need assessments, research activities, and the development of several leadership training pilot programs, were conducted to meet this leadership training need for chairs and deans. As a result of these initial efforts, the National Community College Chair Academy was created in 1991.

The Chair Academy's main purpose and focus is to "Advance Academic Leadership" for Chairs and Deans within community colleges, worldwide. Gary is presently responsible for working with a team of professionals in administering all the programs and services offered through the Academy.

Prior to serving in this position, Gary served as the Associate Dean of Arts, Humanities and Social Sciences for Mesa Community College, one of the ten colleges that comprise the Maricopa Community College District. As Dean, he was responsible for working with ten different academic departments who reported directly to him. Prior to serving as Dean, he was the Organizational Development Specialist for the Maricopa Community College System of colleges. Gary has also worked in the private sector and was vice-president of a communications and design company based in Tempe, Arizona.

Gary received his Doctorate degree in Educational Technology from Arizona State University and a Master's degree in Instructional Design and Media from University of Toledo. He has served on various national and local board, and was awarded the National Council for Staff, Program and Organizational Development prestigious "Leadership Award." He makes numerous presentations at local and national conferences, publishes in national journals, and consults with community colleges throughout the United States and abroad as well as with a variety of Fortune 500 companies in business and industry in the area of Organizational Development.



ACADEMY

Community College Exchange Program

The Community College Exchange Program (CCEP) is one of many programs coordinated by the National Community College Chair Academy (NCCCA). The CCEP is a consortium of community/technical colleges from across the United States and abroad, who are interested in individual and institutional growth and development through exchange. The CCEP is also connected with the National Faculty Exchange (NFE), which coordinates the exchange program for universities. The purpose of the CCEP is to establish and facilitate opportunities for exchange of administrators, faculty, and staff members. This program is not intended to replace careful hiring of new faculty/staff or to replace sabbatical programs.

There are presently over 300 community/technical colleges and universities who are members of either the CCEP or NFE (see Attachment A for a listing of members). There are a great number of benefits associated with being a member of the CCEP. Benefits such as:

- low cost faculty/staff development option
- staffing flexibility
- sharing of new and innovative ideas
- alternative to short-term hiring or use of part-time faculty
- ability to create new programs or services in a different environment
- opportunity for renewal by working in a different setting
- retraining/cross training opportunities

The description below, "An Artist Goes West," truly exemplifies the benefits associated with exchange:

An Artist Goes West

"A couple of months ago I received a letter from my Fine Arts Department Chair at Cal State, Bakersfield, along with a bunch of videotapes that we made of a three-week symposium on women's imagery in art, a symposium that I organized last year. In his letter, the Chair thanked me for shaking up the troops and generally providing a shot in the arm. As I think about his letter, it reminds me that I must thank all those involved with making the faculty exchange possible, for I, myself, experienced that kind of shot in the arm.

I am a tenured professor of some 27 years. I've done everything in my department that was fun and challenging, from exhibitions to being Chair. I was bored, too involved in politics, and was pursuing a very well-defined path as a successful artist in Buffalo. What happened in Bakersfield was kind of a love affair of great mutual benefit, I thought. I experienced and survived complete change: courses, responsibilities, landscape, climate, mobility, new art media, new perspectives, a new sense of contribution and work. I drove 46,000 miles. I experienced a vastness of this country in a new way. I visited every major art museum from New York City south and west except Washington and Atlanta, as well as a few minor ones, and hundreds of art galleries and exhibitions. There are 110 art

galleries in Santa Fe alone! I visited a dozen or so art schools, sat in on classes, and taught with other Foundation faculty. I taught four new courses, I attended two conferences, and six seminars. I won a medal in a 5K race; kept a sketchbook; kept a daily diary; took 5,000 slides; developed and printed several hundred photographs; finished six 7' x 6 1/2' drawings and fourteen pastel drawings. I had a one-person exhibition and found an art dealer in LA who sold five pieces of my work; I ate all the calamari I could possibly find; I went to an Indian Pow Wow; and picked wild flowers. I learned about oil fields, farms and orchards, red necks, Merle Haggard and the Texas two-step, the heritage of the Dust Bowlers, and I slept under the stars in California. I hiked; climbed mountains; rode a mule down the Grand Canyon; and watched the sunset all alone with the Indian Spirits. It rained on me in the desert; and I hitchhiked 70 miles from nowhere from the Navajo Reservation.

In short, politics don't matter anymore. I have materials enough for a thousand drawings. I know exactly where I'm going and what I'm going to do when I get there. I bore my students to death with California stories, but I'm determined that they'll take risks, that they'll do something besides TV, and that they'll search for the realization of their dreams."

Shirley Kassmann, Professor of Art, State University College at Buffalo

It is important to understand that unless otherwise specified, the home institution from where the exchange person resides will continue to pay their salary and benefits. There are three basic conditions under which an exchange can occur:

- **Person for Person** - A condition for an exchange in which a person from another college or location is required. This person may or may not be from the same discipline. This type of condition is the one that most people are familiar.
- **Replacement Dollars** - A condition in which a college requires a specified amount of dollars to be given to the exchange person's college in order to receive this person. This type of condition is quite often very beneficial in that most colleges require dollars equivalent to part-time faculty or staff wages and usually send personnel whose salaries are much greater. In other words they use the replacement dollars to hire part-time people to replace the faculty or staff person for duration of the exchange. It should also be mentioned that this replacement dollar amount can and is usually negotiated between colleges.
- **No Condition** - This condition means that there are no conditions associated with the release of their exchange applicant and that the college will continue to pay for the exchange person's salary and benefits. This condition usually occurs due to someone utilizing their sabbatical leave or from a college who simply is supporting their employee's professional growth and development. Sometimes it occurs when a college is interested in sending their employee to a specific college in order for them to obtain skills and information relating to a specific area of need at their own college.

The CCEP quite often meets exchange applicant conditions by utilizing an "applicant pool." This means that an applicant from one college may be replaced by an applicant from a third college, therefore, two and three way exchanges may occur through the use of the applicant pool.

If you are interested in becoming a member of the CCEP (see Attachment B) simply return the membership form or call the CCEP Central Office at (602) 461-7324 for additional information.

ATTACHMENT A

CCEP 95-96 List of Member Colleges

Code	Name	State/Ctry	Code	Name	State/Ctry	Code	Name	State/Ctry
5003	Lethbridge CC	AB Canada	425	*Yosemite CC	CA	1901T	Willmar CC	MN
5004	Mount Royal Coll	AB Canada	426	Yuba CC District	CA	1901U	Worthington CC	MN
5005	Northern Alberta Inst	AB Canada	427	Victor Valley CC	CA	2101	Metropolitan CC	MO
5006	Red Deer Coll	AB Canada	701	American Assoc	DC	2401	Brookdale CC	NJ
5007	S Alberta Inst of Tech	AB Canada	702	American Council on	DC	2403	County Coll of	NJ
201	Univ of Alaska	AK	805	*Okaloosa-Walton	FL	2604B	Jefferson CC	NY
202	Univ of Alaska	AK	806	Miami-Dade	FL	2620	Borough of	NY
301	Cochise Coll	AZ	1103	College of Dupage	IL	2802	Lorain County CC	OH
302	*Maricopa County	AZ	1106	Joliet JC	IL	2806	Univ of Toledo	OH
304	Yavapai Coll	AZ	1112	William Rainey	IL	5301	Canadore Coll Appl	ON Canada
5101	*Centre for Curr &	BC Canada	1113	National Faculty	IN	5302	George Brown Coll	ON Canada
5101A	BC Inst of Tech	BC Canada	1301	Johnson Cty CC	KS	5303	Humber Coll App	ON Canada
5101B	Camosun Coll	BC Canada	1703	Middlesex CC	MA	5304	Lambton Coll	ON Canada
5101C	Capilano Coll	BC Canada	1704	Northern Essex CC	MA	5305	Mohawk Coll	ON Canada
5101D	Univ Coll at the	BC Canada	1901	*Minnesota State	MN	5306	Sault Coll Appl	ON Canada
5101E	Coll of New	BC Canada	1901A	Anoka-Ramsey CC	MN	5307	Seneca Coll Appl	ON Canada
5101F	Douglas Coll	BC Canada	1901B	Austin CC	MN	5311	Niagara Coll	ON Canada
5101G	East Kootenay CC	BC Canada	1901C	Brainerd CC	MN	3003	Lane CC	OR
5101H	Emily Carr Inst of	BC Canada	1901D	Cambridge CC	MN	3102	CC of Allegheny	PA
5101I	Univ Coll of the	BC Canada	1901E	Duluth Center	MN	3103	Harrisburg Area CC	PA
5101J	Kwantlen Coll	BC Canada	1901F	Fergus Falls CC	MN	3402	*Dallas CCC District	TX
5101K	Malaspina Univ-Coll	BC Canada	1901G	Fond du Lac CC	MN	3403	El Paso CCC	TX
5101L	North Island Coll	BC Canada	1901H	Hibbing CC	MN	3404	Houston CC System	TX
5101M	Northern Lights Coll	BC Canada	1901I	Inver Hills CC	MN	3405	Lee Coll	TX
5101N	Northwest CC	BC Canada	1901J	Itasca CC	MN	3407	N Harris Montgomery	TX
5101O	Okanagan Coll	BC Canada	1901K	Lakewood CC	MN	3410	Tyler JC	TX
5101Q	Selkirk Coll	BC Canada	1901L	Mesabi CC	MN	3407	North Harris	TX
5101R	Vancouver CC	BC Canada	1901M	Minneapolis CC	MN	3801	Blackhawk Technical	WI
5101S	Langara College	BC Canada	1901N	Normandale CC	MN	3803	Madison Area Tech	WI
405	City Coll of San	CA	1901O	North Hennepin CC	MN	3804	Waukesha County	WI
408	Cuesta Coll	CA	1901P	Northland CC	MN	3903	Laramie County CC	WY
414	Miracosta CC	CA	1901Q	Rainy River CC	MN	5501	Yukon Coll	YT Canada
416	Palomar Coll	CA	1901R	Rochester CC	MN			
417	*Peralta CC	CA	1901S	Vermilion CC	MN			

ATTACHMENT A**NATIONAL FACULTY EXCHANGE MEMBERS 1995-96**

Alabama		Oregon	
3101	University of Alabama	8402	Southern Oregon State College
Alaska		Pennsylvania	
8102	University of Alaska Anchorage	1709	California University of Pennsylvania
Arizona		1702	Indiana University of Pennsylvania
7102	Arizona State University	1720	Lycoming College
7101	Northern Arizona University	1703	West Chester Univ. of Pennsylvania
California		Puerto Rico	
8205	California Polytechnic State University at Pomona	3803	Inter American Univ of Puerto Rico
8204	California State University, Bakersfield	3802	Univ of Puerto Rico, Rio Piedras
8214	California State University, Hayward	Rhode Island	
8220	Samuel Merritt College	1801	Rhode Island College
8221	University of California at Santa Cruz	1804	Roger Williams University
Colorado		1802	University of Rhode Island
6102	Colorado State University	South Dakota	
6115	University of Southern Colorado	5201	South Dakota State University
6108	Western State College of Colorado	Tennessee	
Connecticut		2502	Tennessee Technological University
1101	Eastern Connecticut State University	2503	University of Tennessee, Knoxville
Florida		Texas	
3304	Florida Atlantic University	7408	University of Houston
3305	Florida International University	7402	University of Texas at El Paso
Hawaii		Utah	
8301	University of Hawaii at Hilo	6503	Southern Utah University
Illinois		Virginia	
4108	Bradley University	2608	Averett College
Kentucky		2604	Old Dominion University
2208	Alice Lloyd College	2708	Virginia Tech
Louisiana		Washington	
3501	Southeastern Louisiana University	8506	Central Washington University
Maryland		8502	Pacific Lutheran University
2302	Towson State University	West Virginia	
Massachusetts		2802	Shepherd College
1306	Berklee College of Music		AUSTRALIA
1307	Bradford College	Victoria	
Michigan		8603	Royal Melbourne Institute of Technology
4505	Ferris State University		CANADA
Mississippi		Quebec	
3602	Mississippi State University	9301	Concordia University
Missouri			MEXICO
4703	Southwest Missouri State University	3901	Universidad Autonoma de Guadalajara
Nebraska			ED ASSOCIATIONS
4802	Chadron State College	Colorado	
4803	Doane College	6114	Western Interstate Commission for Higher Education (WICHE)
4804	University of Nebraska-Lincoln	District of Columbia	
Nevada		2715	American Assoc. of Collegiate Registrars and Admissions Officers (AACRAO)
6401	University of Nevada, Las Vegas	2711	American Association of State Colleges and Universities (AASCU)
New Jersey		2716	American Association of Univ Professors
1509	Bergen Community College	2714	American Association of Catholic Colleges and Universities (AACCU)
1510	County College of Morris	2721	American Council on Education (ACE)
New Mexico		2712	Association of American Colleges and Universities (AAC&U)
7201	New Mexico State University	2713	Council for International Exchange of Scholars (CIES)
New York		2718	Council of Independent Colleges (CIC)
1601	Dowling College	2719	National Assoc. - Equal Opp. in Higher Ed
1627	Iona College	Indiana	
1628	St. Thomas Aquinas College	4250	National Faculty Exchange
1605	SUNY College at Buffalo	New York	
North Carolina		1650	National Student Exchange
2410	Catawba College		
2403	Winston-Salem State University		
Ohio			
5106	Hiram College		
5104	Miami University		
5103	Wright State University		
5107	Youngstown State University		

ATTACHMENT B

**COMMUNITY COLLEGE EXCHANGE PROGRAM (CCEP)
A Program of the National Community College Chair Academy**

Sponsored by the American Association of Community Colleges, the League for Innovation in the Community College, and Maricopa Community Colleges

1996-1997 INSTITUTIONAL MEMBERSHIP AGREEMENT

The party named below hereby enters into an agreement which authorizes the Community College Exchange Program, also known as the CCEP, to broker exchanges between the institution named below and other institutions cooperating with the program. The CCEP and the contracting institutions agree to negotiate these exchanges using policies and procedures outlined in the CCEP Handbook and summarized in the Terms of Participation.

The Community College Exchange Program is based on the common trust and good faith of all participating institutions. It is the intention of the CCEP that equal treatment be provided by all participating institutions and individuals. The CCEP is not liable to the contracting institution or the exchange participant for benefits not provided by the sending or receiving institution.

In signing this agreement, the contracting institution signifies that it has complied with the CCEP's Terms of Participation. This agreement should be signed by an official of the institution empowered to approve membership in the Community College Exchange Program.

Name of Institution _____

Address _____

City, State, Zip _____

Name and Title of Exchange Coordinator(s) _____

Telephone Number _____

Signature of an Official of the Institution

Title

Date

_____ Enclosed is our institutional membership fee for the academic year, 1996-97. (Make check payable to the Community College Exchange Program and mail the payment to Gary Filan, CCEP National Coordinator, Mesa Community College, 1833 West Southern Avenue, Mesa, AZ 85202.)

_____ Invoice is needed in order to process payment of membership fee.

Circle one:

- 1. Single college (campus) with less than 150 faculty and staff.....\$125.00
- 2. Single college (campus) with over 150 faculty and staff.....\$200.00
- 3. Two or three college (campuses) system.....\$325.00
- 4. Four to nine college (campuses) system.....\$500.00
- 5. Ten or more college (campuses) system.....\$750.00

(Please note: there is an annual charge of \$100 for postage and mailing costs for systems with ten or more colleges or campuses, which is due and payable at the same time annual dues are paid.)

Upon receipt of the membership fee, the CCEP Central Office will notify you when training will occur for the CCEP college coordinators. In addition, the CCEP Handbook, which describes the exchange program in detail, along with other program materials will be given to your CCEP college coordinator at the training session.

***INTRAPRENEURSHIP-A NEW WAY
OF DOING BUSINESS:***

***MAINTAINING ACADEMIC INTEGRITY IN THE FACE
OF THE POLITICAL IMPERATIVE TO MAKE MONEY***

By

Elsie Elford
Chair, Legal Assistance
Grant MacEwan Community College
Edmonton, Alberta, Canada
and
Brad Hemstreet
Chair, Apprenticeship Programs
Red Deer College
Red Deer, Alberta, Canada

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

295

326

Biographies

Elsie Elford is Chair of the Legal Assistant Program at Grant MacEwan Community College. She earned her Bachelor of Arts Degree and Law Degree from the University of Alberta, graduating from Law School in 1978 and completing articles in 1979. After admission to the Alberta Bar she practiced law for ten years. She started her academic career as a part-time instructor with the Legal Assistant program in 1985. In 1990 she made a full time commitment to teaching and was appointed Chair in 1993. She attended the Institute for Academic Leadership Development in 1994 and earned her Professional Certification in June of 1995 at Denver, Colorado.

The Legal Assistant Program is a two year diploma program that is offered on a full time basis or on a part-time studies cost-recovery basis. The program employs twelve part-time instructors. Elsie's administrative responsibilities include the research, development and writing of course manuals.

Brad Hemstreet is the Chairperson of Apprenticeship and Industry Training at Red Deer College. Now in his fifth year as Chair, Brad was department head and full time faculty member for the previous eight years. Brad's responsibilities include chairing eight programs employing twenty-three continuous appointment faculty, eight sessionals and eight support staff.

Brad is a nationally licensed Autobody Technician with more than fifteen years experience in the industry. He earned his Bachelor of Education Degree from the University of Alberta in 1983. He earned his Professional Certification from the Institute of Academic Leadership Development in June of 1995 at Denver, Colorado.

Brad has worked extensively in the faculty development field, in curriculum design as well as in off-campus training programs for industry. He is currently involved in a cost-recovery High School to Work Transition Program.

INTRAPRENEURSHIP- A NEW WAY OF DOING BUSINESS: MAINTAINING ACADEMIC INTEGRITY IN THE FACE OF THE POLITICAL IMPERATIVE TO MAKE MONEY

"In a competitive environment, educational leaders would be expected to be entrepreneurs and "intrapreneurs" – individuals who possess the skills necessary to ensure institutional survival and growth and who understand the business of education."(McWilliam, 1990)

DEFINITION OF AN INTRAPRENEUR

Intrapreneurs are entrepreneurs that work inside a corporate environment. This broad definition includes employees of post-secondary educational institutions. Intrapreneurs are proactive and innovative. They understand that the educator of the 90's must be market-oriented. Just like entrepreneurs, they take risks and accept the responsibility of their decisions. The challenges of doing business in the 90's applies to educational institutions as well.

INTRAPRENEURIAL ACTIVITIES IN POSTSECONDARY INSTITUTIONS

Across Canada, and in many other countries, there has been an increase in intrapreneurial activities in public postsecondary institutions over the last decade, and this trend continues to grow. In order to successfully carry out intrapreneurial activities the Community College must have the structural and administrative framework to support a market orientation and less dependence on government funding.

Marketing may mean many things to many people. In this paper "marketing" is a term that reflects a process and a philosophy. Marketing as a process involves a needs assessment phase, followed by development of appropriate programs, delivery of these programs, feedback on the effectiveness, and modification of programs or delivery where it is required. Marketing as a philosophy requires that College activities be planned, coordinated and carried out in a manner that benefits all interested parties. The philosophy of marketing is central to carrying out "money making" activities while maintaining academic integrity.

The importance of developing a Marketing Plan that encompasses a college-wide approved marketing philosophy is central to the success of intrapreneurial higher education. The implications of intrapreneurship for Chairs, Deans and other Academic Leaders is enormous. In particular, there will be an increasing need for more training of academic leaders in personnel administration; finance and budgeting; organizational analysis; office management and public relations.

THE TRENDS THAT DRIVE INTRAPRENEURIALISM

There is an expectation that academic leaders are responsible for moving their institutional philosophy and processes to reflect a market orientation and less dependence on government funding. There are three significant trends that are the driving force behind the move to intrapreneurial higher education:

- a. decrease in the traditional sources for funding,
- b. government intervention, and
- c. institutional initiatives.

DECREASE IN FUNDING

Government fiscal restraint has decreased available funding for education even though the costs of running an institution are increasing. Education is forced to compete with other publicly funded areas such as health care, social programs and municipal services. The answer is not to cut programs and lay off staff. The challenge is to respond to reductions in government grants in a way that would maintain academic excellence and possibly enhance the Community College's ability to meet educational needs.

In the province of Alberta, the annual grants (combining operating and capital) were reduced 11% in 1994-95; 7% for 1995-96, and a further 3% in 1996-97. The present provincial government has shown no hesitation in their mission to balance the budget. All provincial employees felt the effects of budget cuts as salaries were rolled back 5% in 1994. Drastic measures indeed! The message is that all of North America will have to face these types of budget cuts in order to cope with rising budget deficits.

GOVERNMENT INTERVENTION

The trend in Canada and across the United States and elsewhere, finds government setting down goals and objectives for educational institutions to become more accountable and responsible to the tax-paying public. This trend is related to the "globalization of business" and the "internationalization of education" and world wide developments in technology. Governments are becoming increasingly concerned about the ability of their countries to compete in the global market. Although government recognizes that education is central to meeting these Challenges of the 90's, there seems very little faith in the present educational system to accomplish these objectives. There is a trend in government policy to restructure how postsecondary institutions do business and the means by which they are funded. (Michael & Holdaway, 1992)

The Provincial Government of Alberta has embarked on a mission to encourage institutions to decrease their reliance on government funding and to become more accountable to the public. This is not a mission unique to the Alberta situation as similar government initiatives are taking place across North America.

In October of 1994, the Alberta government published a White Paper entitled "New Directions for Adult Learning in Alberta". The government set out 22 strategies to help achieve four goals of increased accessibility, improved responsiveness, greater affordability and more accountability.

One major strategy involved the establishment of an Access Fund of \$47 million to finance innovative, cost-effective methods of increasing accessibility to quality learning opportunities. Postsecondary institutions submitted proposals that were reviewed by an Access Fund Advisory Committee. The committee would then recommend how the funds would be allocated in order to create the equivalent of 10,000 new student places over the next three years. This strategy not only encouraged intrapreneurial activity but intense competition amongst postsecondary institutions.

The Alberta government is introducing a new funding formula in the 1996-97 fiscal year, which is driven by quantitative measures of institutional performance. This formula will require Alberta postsecondary institutions to meet new and expanded accountability and reporting requirements.

INSTITUTIONAL INITIATIVES

When resources become scarce and there are ever increasing demands to do more with less, the challenge of working collaboratively to achieve college goals is of paramount importance.

Academic leaders should ask themselves these questions: What are the motivating forces that will encourage internal collaboration? Do we have mechanisms in place to ensure that money-making activities are carried out with academic integrity? How are we going to measure intrapreneurial success? How are we going to measure academic integrity?

Academic leaders will have to focus on encouraging the development of initiatives that will ensure long-lasting intrapreneurial and academic success. Like any other business there is risk-taking. Like any other business, some initiatives develop into highly successful activities while others never get anywhere; it is a process of trial and error. It is important to look around and learn as much as possible from those institutions that are attracting students, maintaining a solid academic reputation and are leaders in intrapreneurial activity. Look for examples that can serve as a role model for the kinds of initiatives that your College wants to pursue. One excellent example worthy of mention is the development of "Accounting Bootcamp", an initiative of the Accounting Program at Grant MacEwan Community College.

The Accounting Program at Grant MacEwan Community College offers an Accounting Bootcamp for individuals that want specialized instruction to prepare them for the national exam for their Certified Management Accounting designation. This course is an intense ten day program (with certain prerequisites) that encompasses not only accounting tutorials, but fitness training and mental training to prepare the student to write the exam. The tuition is \$2,000.00. If the student does not pass the national exam their money is refunded. This is truly an intrapreneurial endeavour that does not compromise the end product. The true test of academic integrity is the success of the individuals on an externally measured standard, being the standard set by the Institute of Certified Management Accountants. Tuition has been refunded to students that did not pass the national exam under the terms of the refund guarantee, but overall the percentage of passes for those in the program is very healthy. Some of the unsuccessful participants affirmed the positive experience of Bootcamp and were committed to returning the following year. In addition to Bootcamp's intrapreneurial and academic success, the Community Relations Department at the College received a national award for excellence in advertising and marketing the Bootcamp program.

There are many wonderful examples of intrapreneurial initiatives that can assist academic leaders in building their College's marketing model. As a further illustration of the Alberta-based college initiatives, Red Deer College offers the services of a research librarian to local and regional businesses on a fee for service basis. Research results are delivered via fax or Internet. This initiative makes money for the college while maintaining a high level of academic integrity. The success of this initiative is easily measured by tracking the demand for this service.

Other successful initiatives that are carried on at both Red Deer College and Grant MacEwan Community College are youth oriented programs that include summer sports camps and computer courses. Successful marketing brings young people into the College environment and develops positive relationships with potential long-term students that will return for educational needs in future years. Grant MacEwan Community College operates an Institute for Senior Studies that offers a whole range of activities for seniors from computer courses to world travel. It is a very popular and successful initiative.

Red Deer College offers a Fine Arts summer camp for adults. This extremely popular initiative sells out its programs and fills college student residences for five to six weeks every summer. Internationally famous artisans give classes in glass-blowing, wildlife carving, jewellery making, silver smithing, bronze casting, drawing, painting and sculptural welding. Revenues from the residence, food and services are counted as Community Education profits but contribute greatly to the general revenue.

One important initiative is that of fund-raising. Colleges and universities are actively seeking more and more support from the community in the form of donations and sponsorship. Business, industry and college alumni play major roles in the fund-raising initiatives of any college. The college long term strategies must address the need to develop partnerships with private business and industry. There should also be a college-wide commitment to establishing long lasting relationships with the college alumni.

A fund-raising initiative that has become significant in the Province of Alberta is the matching by government of funds raised from private sources. Alberta has had three such initiatives starting in the 1980's and as of 1992, these three programs had injected approximately \$428 million in new government and private funds into public postsecondary institutions.

Aggressive Marketing and Student Recruitment Plans are being developed to boost enrolment and create a positive public image of the postsecondary institution. The Marketing Plan sets the goals and objectives of the college and must take into account college approved values and principles.

As a general observation for carrying out new initiatives, the ultimate resource of an organization is the expertise of its people. There is tremendous potential for the college to offer customized training to businesses and industry. After all, we are in the business of educating people and equipping those individuals with the skills needed to obtain employment; we are also in the business of continuing education for those individuals that require further specialized training, refresher courses or need to learn the latest in technology to keep up with their demands of their work.

THE CHALLENGES OF INTRAPRENEURIAL EDUCATION

The challenge of doing more with less is a global trend that is expected to continue. It is our position that a market-oriented educational system should not concentrate institutional efforts on attaining increasing enrolment at the expense of academic standards. If anything, the long-term effect of an appropriate marketing strategy would be to attract students because of the high quality of education. The challenge of keeping education affordable and accessible is a key factor in developing marketing strategies. The inevitable increase in tuition fees is a reality. A negative argument that is usually encountered is that "quality education" means high tuition and high tuition means low enrolment. Research has not supported this argument. There is no correlation between low tuition and high enrolment. (Micheal & Oldaway, 1992)

To achieve college goals that are based on an intrapreneurial model, academic leaders will have to assess the readiness of their institution to deal with problems that are common to any large organization. These problem areas must be addressed if the institution is to move towards a new model of doing business. The most common areas of concern are:

1. the bureaucratic structure and functioning of colleges that leads to poorly executed communication and collaboration linkages;
2. internal competition between various divisions of the college,
3. absence of a clear college mission, role and mandate;
4. limited strategic planning;
5. no college-wide marketing philosophy;

Any model of intrapreneurialism would encompass a philosophy where academic leaders would be expected to act decisively and promptly, and where the coordination, planning and monitoring of activities and changes would have to be much more centralized and more focused they currently are.

CONCLUSION

There is an important balance between attracting students, keeping them and producing a large number of graduates without sacrificing academic excellence. For administrators, this means that greater attention needs to be directed towards on institutional missions, communication channels, coordination of activities, criteria used in personnel decisions, and informing the public about the importance and contributions to society of postsecondary institutions. (Michael & Oldaway, 1992).

An intrapreneurial model with academic integrity can be achieved if the infrastructure is securely built on a college-wide set of values that faculty and administration can support. The institution must decide what the priorities are; not all college-wide objectives are going to fit well with the intrapreneurial model. The question must be asked: are the intrapreneurial activities that are changing the nature of the institution fitting into a well-planned strategy for future growth and survival? The answer to this question is one of the many challenges facing postsecondary institutions today.

References

Alberta Advanced Education. (March, 1994) Adult Learning: Access Through Innovation(Draft White Paper: An Agenda for Change) Edmonton, AB.

Alberta Advanced Education. (October, 1994) New Directions for Adult Learning in Alberta. Edmonton, AB.

Michael, S., & Holdaway, E. (1992). "Entrepreneurial Activities in Postsecondary Education." The Canadian Journal of Higher Education, 22(2), 15-40.

McWilliam, C.L. (1990). "Innovation and Entrepreneurship in Colleges: An interpretive study of the piloting of innovation centres. The Canadian Journal of Higher Education, 20(3), 85-102.

***AN INVESTIGATION OF THE ORGANIZATIONAL
FACTORS THAT FOSTER ACADEMIC VITALITY,
COMMITMENT, AND INNOVATION AMONG TWO YEAR
COLLEGE OCCUPATIONAL FACULTY***

By

Linda Schwandt
Instructor, Social Science/Evaluation Coordinator
Western Wisconsin Technical College
La Crosse, WI

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

305

335

Linda Schwandt has taught psychology and human development at Western Wisconsin Technical College, La Crosse, Wisconsin since 1972. She has recently served as assistant to the Dean of General Education and is currently the college's Evaluation Coordinator. Linda has been an active member or co-chair of several statewide General Education task forces and subcommittees. She has a strong interest in professional development and has served as a mentor for several new faculty members as well as for an individual participating in the Wisconsin Technical College System Leadership Identification Program. She was instrumental in the establishment of a local leadership identification program at her college and is the chair of the college's Faculty Mentoring Committee. Linda has recently completed an Ed.D. in Educational Administration at the University of Minnesota. In addition, she is currently a participant in the Wisconsin Leadership Development Institute which is being provided by the National Community College Chair Academy.

An Investigation of the Organizational Factors that Foster Academic Vitality, Commitment, and Innovation Among Community and Technical College Faculty

What current conditions give cause to investigating the relationship between organizational factors and the academic vitality, commitment, and innovation of two-year college faculty?

Many of the faculty currently teaching in two-year colleges are products of traditional educational methodology that emphasizes the teacher as the expert and the learners as passive receivers of knowledge or skills training. Often, particularly in two-year institutions, faculty came from the ranks of skilled workers employed in business and industry. Others had been secondary school faculty or were new graduates of four-year institutions when they began teaching (London, 1980). As products of their past educational experiences, faculty members undertook their teaching assignments using pedagogy that was similar to what they had observed their own professors using (Alfred & Linder, 1992).

While traditional pedagogy may have been acceptable in the past, it no longer adequately meets the needs of today's diverse adult learners, their future employers, or the greater society. Interest and support for new, innovative, and more effective teaching strategies exists today at all levels of higher education. The changing student clientele, the increasing educational technology available to faculty combined with the demand to do more with fewer resources, present a number of challenges to faculty. Increasingly under scrutiny is the effectiveness of the teaching methods that many of today's faculty have been prepared for and are accustomed to using (Clark & Lewis, 1985).

As more is understood about how adults learn and what types of teaching strategies are most effective, it is imperative that the faculty of a college continues to grow in its knowledge and use of new teaching methods. In addition, in a two-year college where many of the faculty members teach technical skills as part of an occupational program, they are faced with continually learning new skills and attempting to comprehend rapidly changing technology. If these occupational programs provided by two-year colleges are to remain effective, faculty must be generative; that is they must be future-oriented and willing to learn and use new techniques.

Coincidental with this growing awareness of the need for changes in education, the cohort of faculty that was hired during the years of significant growth in higher education has reached mid-life and mid-career. Although retirements are beginning to occur, many of these members of the faculty have ten or more years to teach before they retire

(AACJC, 1988). While faculty, particularly in two-year colleges, claim to get significant job satisfaction from teaching, there are conflicting data to suggest that relatively few of these faculty members are engaging in change and innovation in their teaching behavior or making significant efforts to increase their knowledge bases (Palmer, 1994).

Several causes for the lack of job satisfaction, vitality, commitment, and innovation of higher education faculty have been posited. In most institutions there is a decline in financial resources in a time of increased demand for services. In addition, in some institutions faculty feel that they are uninvolved in the decisions influencing the use of these limited resources (Alfred & Linder, 1992). Increasingly, faculty are aware that the student clientele and its academic and personal needs are becoming more diverse. This diversity is often reflected in lowered academic skill and less commitment to learning than most faculty are accustomed to (Baldwin, 1982). The extent of this change in students may be particularly evident in two-year colleges which frequently maintain open enrollment policies (Cohen & Brawer, 1989).

Leaders in higher education understand that the work environment, and the management of it, influence the behavior of the people who work in it. Keller, recognized that although institutions of higher education are in the "people business," they have "paid relatively little attention to the quality and productivity of their people" (1983, p. 64). He suggested that each organizational must determine "what is central for the health, growth, and quality of the organization" (1983, p. 75). Keller (1983) provided an explanation of the components of management of higher education that has four parts. These four elements are administration to provide and coordinate the activities of the college; management to "see that the right things are done" (1983, p. 123); leadership to cause people in the organization to act; and governance to establish organizational policy. His assumption was that organizational leaders effectively employing these four components of management will improve the organization and consequently improve the work of the people in it.

The concept of faculty vitality appears to be a significant one in determining the vitality and well-being of organizations, including educational institutions, particularly in times of change. According to Richard L. Alfred of the University of Michigan,

The smart and successful community college faculty and staff will invent their own future knowing that the college is a dynamic organization involving forces of continuity and change. The lucky ones will manage to scramble and adjust when push comes to shove. The rest will struggle behind the pack. Some won't make it. The challenges for community colleges and the faculty

and staff within them are complex and there are not easy answers (November, 1995).

What are the dimensions of academic vitality, commitment, and innovation in two-year college faculty?

A study conducted in the Wisconsin Technical College System found that vitality, commitment, and innovation in two-year college occupational faculty is defined by four areas of professional activity. These areas are:

1. commitment to teaching and learning, characterized by the faculty member's interest in and attempts at keeping courses up-to-date through curriculum modification, the addition of computer applications to a course, updating course syllabi, changing teaching methodology to meet the needs of current students, and advising student organizations;
2. initiative in curriculum development, usually in the form of modification of existing courses or programs so that they are up-to-date and can meet the needs of students and employers;
3. initiative in professional role, which often involves trying new pedagogy and taking risks in teaching, as well as recruiting students to their program, maintaining contacts with business and industry, being active in professional organizations, attending seminars and conferences, and serving as a mentor for a new faculty member; and
4. professional development activities often pursued through credit courses, working in their professional field, participating in college and department committees, or taking on non-teaching assignments.

Faculty who are vital, committed, and innovative in their professional role often involve themselves in a variety of professional activities. These professional activities, when considered together, suggest a state of academic generativity in which the faculty member is future-oriented, willing to accept and initiate change, and committed to the professional role and the institution.

What organizational factors appear to enhance the dimensions of academic generativity in two-year college faculty?

The data acquired in the colleges of the WTCS provide four organizational factors that are valued by faculty and appear to enhance their job satisfaction as well as the professional behaviors that characterize academic generativity. These factors are:

1. adequate financial compensation, including both salary and fringe benefits and financial support for faculty responsibilities beyond the classroom;
2. shared values with the institution and variety in work role, most often reflected in administrators who show an interest in and value what

faculty are doing as well as opportunities to vary their work role and responsibilities occasionally;

3. administrative support which includes communication with faculty, knowledge of faculty worklife, appreciation for faculty contributions, support and funding for professional development activities, and support for innovative teaching and program development; and

4. appropriate workload, which takes into consideration the increasing non-teaching responsibilities instructors have beyond their teaching load, including completing paperwork, taking on committee assignments, gaining expertise in new teaching techniques and technology, and preparing new classroom activities.

Faculty relate adequate financial compensation with shared values and variety in work role as well as with appropriate workload. This suggests that faculty do not value financial compensation in isolation from other organizational factors. Appropriate workload is also correlated with administrative support. Faculty perceive that the degree of support they receive from their administrators is associated with the teaching schedule and other work assignments they are given.

Why is the relationship between faculty academic generativity and organizational factors important?

Instructional administrators are the environmental catalysts and reinforcers of faculty's generative activities in curriculum development and professional development. It is important to faculty to have administrators who are aware of their needs and concerns. Faculty respond to a knowledgeable administrator by participating more in curriculum development and pursuing more professional development.

Colleges concerned about institutional effectiveness will want to create a working environment that will enhance the vitality, commitment, and innovativeness faculty. Faculty see a relationship between appropriate workload and their involvement in professional development.

Faculty believe that the time required of them beyond their teaching schedules is a probable cause of burnout. In the face of rapidly changing technology, colleges specializing in the education of technicians hoping for employment in businesses and industries that use the latest technology must take aggressive steps to meet the challenge of assisting their faculty to have adequate time in their work schedule to stay up-to-date.

The Challenge:

How will you, the academic administrator, in the face of continual change, provide an organizational environment that will enhance the vitality, commitment, and innovation of your faculty as you work together to bridge the gap between your institution's aspirations and resources?

Resources:

Alfred, R. L. (1995, November). Changing faculty roles in changing institutions. Paper presented at the Eighth Annual Faculty Development Institute, Ann Arbor, MI.

Alfred, R. L., & Linder, V. (1992, September). Empowering faculty through redefined work roles. In New Directions for Community Colleges, 79, 49-59. San Francisco: Jossey-Bass.

Baldwin, R. G. (1982). Fostering faculty vitality: options for institutions and administrators. Administrator's Update, 4, 1-5.

Clark, S. M., & Lewis, D. R. (Eds.). (1985). Faculty vitality and institutional productivity: critical perspectives for higher education. New York: Teachers College Press.

Cohen, A. M., & Brawer, F. B. (1989). The American community college (2nd ed.). San Francisco: Jossey-Bass.

Commission on the Future of Community College. (1988). Building communities, a vision for a new century. Washington, DC: American Association of Community and Junior Colleges.

Keller, G. (1983). Academic strategy: the management revolution in American higher education. Baltimore: The Johns Hopkins University Press.

London, H. B. (1980). In between: the community college teacher. In J. L. Ratcliff (Ed.), ASHE reader on community colleges (pp. 233-239). Needham Heights, MA: Ginn Press.

Palmer, J. C. (1994). Faculty practices and attitudes as teachers and scholars: a review of research. In Baker, G. A. (Ed.), A handbook on the community college in America. (pp. 423-435). Westport, CT: Greenwood Press.

***JOB DISSATISFACTION AND TURNOVER
AMONG TWO YEAR COLLEGE
DEPARTMENT/DIVISION CHAIRPERSONS***

By

John Murray
Dean, Curriculum/Instruction
and
Judy Murray
Associate Dean

Genesee Community College
Batavia, NY

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

313

342

Dr. Judy I. Murray is Associate Dean of Math, Science and Career Education at Genesee Community College in Batavia, New York. She administers programs in allied health, business, paralegal, engineering, computer science, drafting, mathematics and the sciences. Judy has published articles and presented at national conferences on creativity, pedagogy, and women in leadership roles. Her bachelor's and master's degrees are in mathematics, and her doctorate is in educational administration.

Dr. John P. Murray is Associate Dean of Curriculum And Instruction at Genesee Community College in Batavia, New York. John is the author or the forthcoming ASHE/ERIC report, *Successful Faculty Evaluation and Development: The Complete Teaching Portfolio*. He has authored more than 30 articles in such journals as *The Journal of Staff, Program, & Organizational Development*, *Community College Journal Of Research and Practice*, *College Teaching*, *Academic Leadership: Journal of the National Community College Academy*, *Innovative Higher Education*, and *Community College Review*. John Murray is a frequent presenter at international, national, and state conferences.

This study was designed to measure the propensity of department/division chairpersons to leave the college, the levels of satisfaction felt with the job, and their perceptions of role conflict and ambiguity. A survey was sent to 600 two-year college department/division chairpersons with 278 (46.3%) returned.

Turnover in managerial positions can cost an organization "from five to twenty-five times an employee's monthly salary" (Glick, 1992, p. 627). When calculating the cost of turnover, Cano and Miller (1992) point out "the negative effects of job turnover on organizations may include: increased costs to recruit, select, and train new employees; demoralization of remaining employees; negative public relations; disruption of day-to-day activities; decreased organizational opportunities to pursue growth strategies" (p. 9). McBride, Munday & Tunnell (1992) add

effectiveness is affected when projects cannot be started or, if already underway, completed because of employee turnover. In addition, studies have shown that turnover can create a decline in morale among employees who stay. The employee who leaves is missed for both job-related and social reasons. Co-workers feel this loss, and at the same time they must learn to deal with the replacement (p. 159).

Although some employee turnover is unavoidable all too often turnover is caused by an employee's dissatisfaction with the job and/or the conditions of the job). "As satisfaction with growth opportunities, salary, the work itself, policy and administration, administration, and supervision decrease, propensity to leave increases" (McBride, Munday, & Tunnell, 1992, p. 162). Several researchers have concluded that there is a direct connection between voluntary job turnover and job dissatisfaction (Cano and Miller, 1992; Glick, 1992; McBride, Munday, & Tunnell, 1992).

Moreover, often job dissatisfaction is directly attributable to stress resulting from role conflict or role ambiguity (McBride, Munday, & Tunnell, 1992; Simpson, 1984). Olsen (1993) argues that "recent work suggests that it is the strains and conflicts of daily life (rather than major, discrete life events that are most stressful.... These findings are particularly relevant to faculty who must perennially deal with 'excessive demands to perform too many discrete tasks,' poorly defined work-role boundaries, and perpetual time pressures as part of their work life" (p. 455).

The stressors felt by faculty tend to affect chairpersons to a greater degree. Gmelch and Wilke (1991) argue that chairpersons are "trapped between the pressures and demands of performing not only as a faculty member, but also as an administrator" (p. 30). This dual role means that they not only experience the common faculty stressors, they also experiences the unique pressures "of 'establishing compatibility among institutional,' 'departmental and personal goals,' 'completing paperwork on time,' 'attending meetings,' and 'dealing with university rules and regulations" (p. 30).

Dissatisfied employees who remain on the job tend to be unproductive and, in some case, counterproductive. This unproductively can be exacerbated when the employee is in a management position. When the individual is in a management or leadership position job dissatisfaction can reduce the productivity of others within the organization. Managers feeling unsatisfied can cause considerable morale damage to the units they supervise.

The quality of academic departments is the single most important management position when it comes to determining the quality of institutions. Numerous researchers have demonstrated that a dissatisfied department chairperson can have disastrous effects on the morale of a department/division (Madron, Craig, and Mendel, 1967). Therefore it is important for colleges and universities to determine the level of job satisfaction of chairpersons.

Although there are no reported studies of job satisfaction among chairpersons, some literature does exist from which we can extrapolate some relevant findings. Some of the most salient research deals with stress connected to role conflict and role ambiguity. In academic institutions individuals who experience role conflict and/or role ambiguity often express job dissatisfaction (Carroll, 1976; McBride, Munday & Tunnell, 1992). Job dissatisfaction is positively correlated with voluntary turnover in colleges. (Chieffo, 1991; Glick, 1992; McBride, Munday & Tunnell, 1992). Therefore, individuals who experience role conflict and/or role ambiguity tend to feel less commitment to an organization and are more likely to leave.

The literature is somewhat divided on the whether role ambiguity or role conflict contribute more to job dissatisfaction for academicians. Chieffo (1991) cited research findings that indicated that "role ambiguity--explained 47% of the variation in organizational commitment levels" (p. 16). McBride, Munday & Tunnell (1992) in a study of community college faculty, claim "the propensity to leave is influenced by role conflict to a greater extent than it is by role ambiguity" (p. 162). In their study of the sources of stress for department chairpersons, Gmelch and Burns (1991) concluded "it may not be the ambiguity of the position which stress chairs as much as the role-conflict...." (p. 12).

Nonetheless, there can be no doubt that both role conflict or role ambiguity contributes heavily to job dissatisfaction (Cavenar, Dill, & Bethune, 1987). The consequences of role ambiguity and role conflict are lack of job involvement, lowered job performance, tension, and propensity to leave the organization" (McBride, Munday & Tunnell, 1992 p. 159). Cano and Miller similarly observe that "several researchers have attributed job turnover, absenteeism and job burnout to a lack of job satisfaction" (p. 9). Therefore, there appears to be a direct connection between role stress and voluntary job turnover. In a 1967 study of college faculty, Brown found that dissatisfied faculty had a 14.1% chance of voluntarily leaving a college compared to 4.3%

chance of satisfied faculty voluntarily leaving. Simpson (1984) found that "division heads at colleges with a rapid turnover rate" experienced more role strain than those at institutions with less rapid turnover.

Research demonstrates that the department/division chairpersons' position at both four-year and two-year colleges is fraught with role conflict and role ambiguity (Gmelch & Burns, 1991). "Of all the administrative positions in a college this one has the most role conflict and ambiguity" (Fife, 1982, p. i). Research has demonstrated that there is a connection between role stress and job dissatisfaction for academic department/division chairpersons (Simpson, 1984). "A statistically significant correlation exists between the presence of role conflict with decreased job satisfaction for department chairperson" (Austin & Gamson, 1983, p. 64). Therefore, it is reasonable to assume that increased job dissatisfaction among department or division chairpersons is just as likely to lead to job turnover as it is in other managerial positions.

The consequences for higher education could be quite devastating. Researchers and educational leaders resoundingly affirm that the chairperson is the most important administrative position. It has almost been taken for granted that the quality of a university or college is determined by the quality of its departments. "...[A]lmost all will agree that the stature of individual departments largely determines the stature of the institution" (Bennett, 1983, p. 52). Accordingly, the success of a college or university in achieving its mission depends heavily on the willingness of its academic departments to buy into the institutional mission. Therefore, those interested in achieving excellence in education need to begin at the departmental level.

If the quality of academic departments is vital to the well-being of colleges and universities, then the quality of departmental leadership is critical. In fact, according to Whetten and Whetten (1985) "...the most powerful predictor of organizational effectiveness in colleges and universities is administrative behavior. Results from... research show that administrators are more important than environment, structure, age, institution type, and control in accounting for performance" (pp. 35-36). Department/division chairpersons are not only the most numerous of all administrators, but also because at colleges "the power for decision making lies at the bottom rather than the top" (Fife, 1982, p. i), they possess considerable power to shape the institution.

Gmelch and Miskin (1993) estimate that there are over 50,000 department chairpersons in four-year colleges and universities alone. If we consider two-year colleges, the number will nearly double. In all it is likely that chairpersons outnumber all other administrators by 5 to 1. Therefore, the most important administrator within a college or university is the chairperson. Peltason (1984), the president of the prestigious American Council on Education, unequivocally asserts "an institution can run for a long time with an inept president but not for long with inept chairpersons" (p. xi). Moreover, the

importance of departmental leadership is no less critical for two-year colleges than four-year colleges.

The success of individual community colleges in the decades ahead will depend upon their ability to respond quickly to the educational needs of their service area with relevant, high-quality instruction furnished via a flexible delivery system--and at a competitive cost. Given this charge and the organizational chart of a typical community college, any beginning student of organizational behavior would quickly point to the first-level supervisor, the department/division head, as a key determinant in the future of the community college (Hammons, 1984, p. 14).

Therefore, it would also appear the department chairperson is the essential player in creating a departmental culture. An unhappy department chairperson is in a position to cause a great deal of damage to a college. If a department chairperson's job dissatisfaction causes him or her to leave the college, the college will incur the costs of replacement. However, if the chairperson decides (or has no other options but) to stay she or he can wreck havoc on the morale of faculty. It becomes, therefore, imperative to study the levels and causes of job dissatisfaction among department/division chairpersons.

REFERENCES

- Austin, A.E. & Gamson, Z.F. (1983). *Academic Workplace: New Demands, Heightened Tensions*. ASHE-ERIC Higher Education Research Report No. 10. Washington, D.C.: Association for the Study of Higher Education.
- Brown, D.G. (1967). *The mobile professors*. Washington, DC: American Council on Education.
- Bennett, J.B. (1983). What lies in the future for department chairpersons? *Educational Records*, 64(2), 52-56.
- Cano, J. & Miller, G. (1992). An analysis of job satisfaction and job satisfier factors among six taxonomies of agricultural education teachers. *Journal of Agricultural Education*, 33, 9-16.
- Carroll, A.B. (1976). The role conflict phenomenon: Implications for department chairpersons and academic faculty. *Improving College and University Teaching*, 24, 245-246.
- Cavenar, M.G., Dill, D.D., & Bethune, S.B. (1987). Factors influencing job satisfaction and retention among faculty members at schools of nursing offering the Ph.D. degree. Chapel Hill: University of North Carolina. (ERIC Document Reproduction Service No. ED 284 498)
- Chieffo, A.M. (1991). Factors contributing to job satisfaction and

- organizational commitment of community college leadership teams. *Community College Review*, 19, 15-24.
- Fife, J.D. (1982). Forward. In D.B. Booth. *The department chair: Professional development and role conflict*. AAHE/ERIC/Higher Education Research Report No. 10, 1982. Washington, D.C.: American Association for Higher Education.
- Gmelch, W.H. & Burns, J. S. (1991). "Sources of Stress for Academic Department Chairs: A National Perspective." Paper presented at the American Educational Research Association, Chicago. ED 339 306.
- Gmelch, W.H., & Miskin, V.D. (1993). *Leadership Skills for department chairs*. Bolton, MA: Anker.
- Gmelch, W.H. & Wilke, P.K. (1991). The stresses and of faculty and administrators in higher education. *Journal for higher Education Management*, 6, 23-33.
- Glick, N.L. (1992). Job satisfaction among academic administrators. *Research in Higher Education*, 33, 625-639.
- Hammons, J. (1984). The department/division chairperson: Educational leader? *Community and Junior college Journal*, 54(6), 14-19.
- Madron, T.W., Craig, R., & Mendel, R.M. (1976). Department morale as a function of the perceived performance of department heads. *Research in Higher Education*, 5, 83-94.
- McBride, S.A., Munday, R.G., & Tunnell, J. (1992). Community college faculty job satisfaction and propensity to leave. *Community/Junior College Quarterly*, 16, 157-165.
- Peltason, J.W. (1984). Forward. In A. Tucker, *Chairing the academic department: Leadership among peers*. (2nd. ed.). (pp. ix-x). New York: Macmillan Publishing Company.
- Simpson, W. (1984). Division heads and role strain perception. *Community College Review*, 12, pp. 21-26.
- Tucker, A. (1984). *Chairing the academic department: Leadership among peers*. (2nd ed.). New York: Macmillan.
- Whetten, D.A., & Whetten, K.S. (1985). Administrative effectiveness in higher education. *The Review of Higher Education*, 9, 35-49.

***LIBERAL ARTS VS. VOCATIONAL EDUCATION:
AN OLYMPIAN BALANCING ACT***

By

Gerry McBroom
Dean, Arts & Science
Albuquerque Technical Vocational Institute
Albuquerque, NM

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

321
349

Biography

Geraldine L. McBroom has been Assistant Dean of Arts and Sciences at Albuquerque Technical-Vocational Institute (TVI) for four years. She came to this position after twenty years of teaching English at secondary, undergraduate, and graduate levels and being Acting Director of Freshman English at the University of New Mexico. Her M.A. from Kent State University is in English and her Ph. D. is in Humanities Education.

As a faculty member when TVI's Department of Arts and Sciences (A & S) was created, Gerry recognized the need for better communication between A & S and the vocational departments to create a more cohesive curriculum for students as well as to eliminate some faculty members' biases and preconceived notions. As an administrator, Gerry sought ways to encourage these goals through interdepartmental teams funded by a Carl Perkins grant.

In addition to her administrative duties working with 85 full-time and 170 part-time faculty members, Gerry is a facilitator for Strengthening Quality in Schools, a state-wide project involving elementary through secondary schools. She is also a Continuous Quality Improvement trainer, serves on the CQI Steering Team, and facilitates a variety of departmental and institutional committees.

Liberal Arts vs. Vocational Education: An Olympian Balancing Act

At many community colleges, huge obstacles exist in the working relationships between the liberal education side of the house and the vocational/technical side. The SCANS report and *A Nation at Risk* indicate both kinds of education are needed for students to do well in their chosen careers. However, many liberal arts courses focus on theory with limited references to practical applications while vocational courses which focus on applications may not tie these to a theoretical framework. Students are aware of this dichotomy and often perceive their required vocational and general education courses as being at cross purposes. Because of these differences—either real or perceived, administrators need to offer opportunities for faculty to understand each other's programs and to create a more cohesive curriculum for students. One such project at Albuquerque Technical-Vocational Institute (TVI) brought together eighty team members from five departments: Arts and Sciences, Technologies, Business Occupations, Health Occupations, and Trades and Service Occupations. Faculties shared information and produced materials to connect theory and practice.

♦ PROJECT BACKGROUND

TVI, which began in 1964 as a vocational school to provide adults with skills necessary for success in the world of work, was given associate degree granting authority in 1986. This added the Department of Arts and Sciences (A & S) to a well-established, well-respected institution of one developmental education and four vocational departments. A & S began by offering 53 sections in fall 1986; within five years A & S was offering close to 40% of TVI's total course sections. The other departments were growing as well by adding associate degree programs but not at the rate of A & S. Different funding formulas which were not always understood by the members of vocational departments were applied. Although the vocational departments were not denied funding, A & S was receiving a large portion of the budget. Additionally, with the state mandate, vocational faculty members were required to have bachelors' degrees. Even though this was not a requirement A & S instituted, the hostility was directed toward A & S and its faculty.

By 1993, twelve certificate and twenty-two associate degree programs required A & S course work for their completion. The vocational faculty added the A & S courses that seemed to fit their programs, but they did not fully understand the content being presented. Likewise, the A & S faculty, who knew their subject areas and how to relate these to traditional transfer students, did not fully understand how to relate this subject matter to the variety of vocational majors in their courses. Instructors teaching fifteen credit hours three terms a year seldom had time, even if they had the inclination, to meet with their colleagues in other departments.

◆ PROJECT DESCRIPTION

The project began with a proposal from the Assistant Dean of Arts and Sciences to the Institution's Carl Perkins Committee. Some of the proposed goals were as follows:

- to enhance TVT's general education (A & S) curricula with examples from vocational courses, career courses, and the work place
- to enhance career education courses with examples from A & S curricula
- to increase communication among TVI departmental faculties, employers, and advisory boards
- to improve vocational students' attitudes about required courses by presenting career applications of educational content and increase awareness of majors and career choices for nondegree students.

In the proposal, integration team members were described by disciplines, but specific team members and projects were not identified. The departmental deans agreed to grant either release time or additional compensation for the project.

Interested A & S faculty members were asked to prepare miniproposals outlining their particular concerns within the framework of the integration teams listed in the Perkins proposal. This required an investigation of the vocational majors in their courses and a general focus for either a one- or two-term project. As project coordinator, the Assistant Dean of A & S worked with the deans of other departments, identifying the faculty who might want to work on these projects. Then the A & S faculty communicated with colleagues in other departments to discuss general ideas and generate narrowed projects, contacts few had made before.

◆ PROJECT TEAMS AND OUTCOMES

The following gives some of the disciplines and programs involved in the Integration Teams and their accomplishments. (A complete listing is available.)

- **Psychology, Nursing, Child Development, Practical Nursing:** Prepared supplemental materials from health care professions for use in General and Developmental Psychology.
- **Intermediate and College Algebra, Electronics Technology, Instrumentation & Control, Respiratory Therapy Technology, Accounting:** Furthered algebra reform through compilation of materials from all departments.
- **Logic/Critical Thinking, Business Ethics, Criminal Justice, Business Administration, Legal Assistant, Architectural/Engineering Drafting, Computer Programming:** Met with other departments in an attempt to coordinate lectures, share materials, etc. Made video tapes for use in philosophy and business classes. Collected material appropriate to a variety of majors for use in philosophy courses.

- **Interpersonal Communication, Legal Assistant, Court Reporting, Administrative Assistant, Practical Nursing, Court Reporting:** Developed instructor packets containing applications from six majors, lists of communication skills needed for these majors, bibliographies, and career-specific assignments.
- **Microbiology, Nursing, Medical Laboratory Technician, Respiratory Therapy:** Assembled examples from health care professions for use in microbiology lectures.
- **Sociology, Criminal Justice:** Read criminal justice texts and articles; applied sociological theory to them for student and faculty use.
- **Technical Writing, Machine Tool Technology, Criminal Justice, Environmental Protection Technology, Court Reporting, Business Computer Programming, Fire Science:** Created sample packets of workplace writing examples from employers, faculties of Trades and Business Occupations, and advisory board members.
- **Computer Science, Legal Assistant, Business Computer Programming Technology, Manufacturing Specialist, Business Administration:** Generated materials that help students in Business Occupations and Technologies take advantage of computer resources and studied how these materials could be integrated into related courses in A & S, Business Occupations, and Technologies.
- **Composition, Nursing, Child Development, Administrative Assistant:** Analyzed program and course requirements, syllabi, student profiles and needs of certain programs requiring English 101. Child Development changed its degree program to require English 101 before its core courses.

♦ **REPLICATING THE PROJECT**

If we were to do this projects again, we would do a few things differently:

1. **EVALUATION:** Evaluation was by far the weakest part of the design. Student surveys comparing students in the target classes which integrated vocational examples and those which did not should have been administered. Although end-of-term surveys indicated satisfaction with the course, no comparative assessment tool was administered. Additionally, attitudinal surveys of the faculty would have given quantitative data about perceptions and subsequent changes.

2. **TEAM LEADER TRAINING:** Even though the A & S team leaders talked about the problems they would face going into "hostile territory," the team leaders agreed that they needed training in group dynamics, group communication, and how to be a better team leader.

3. SECRETARIAL SUPPORT: Because the faculty members have no secretarial support for their classes, this project created an added burden. The faculty thought they might have created more materials if they had been given help with the tasks of typing, collating, copying, and distributing.

4. OPTIONAL SECOND YEAR: Because the project lasted only two terms, some of the team members thought they would have liked the option of continuing as a departmental team, rather than as individuals, as they extended training to other faculty on the use of the materials produced. They liked the structure of the project and did not feel they were as successful working on their own the next year.

The participants thought the following should be replicated in future projects:

1. TEAM STRUCTURE WITH LEAD FACULTY: Having A & S faculty members lead the teams seems to have worked well. Because A & S members approached the vocational department members with general ideas about projects which would enhance the general education courses rather than changing the vocational curricula, the faculty members received positive reactions for the most part. The perception of "ivory-towered intellectuals" seemed to change as the vocational faculty interacted with A & S colleagues who were willing to listen and learn.

2. TEAM LEADER MEETINGS: The A & S faculty leaders met bimonthly to talk about the projects, their groups' interactions, problems, suggestions. They were able to help each other overcome obstacles and head off potential difficulties. As the second term got underway, they helped each other form new teams if the project had changed.

3. CHOICES OF PROJECT/FLEXIBILITY: Rather than being told what to do, the team leaders were able to identify their own needs. Knowing they could change directions if they needed to or wanted to created more of a buy-in on their parts and generated more enthusiasm for the work. If some faculty members were less committed than others, that was recognized, but the project moved on.

4. BROAD, STATED EXPECTATIONS: Even though the participants could determine their own projects, the project director gave general parameters of the expected results. The teams had to have concrete outcomes, what came to be called "stuff." The "stuff" of each team was different, but it could not be just talking and getting to know others. Each team leader met with the project director after meeting with the other team members to establish exactly what the team would develop. Only one caution was given: each team should not create a separate course for every major at TVI. The point was integration, not course proliferation.

5. COURSE RELEASE/HOURLY PAY: The team members were also allowed to choose if they wanted one or two course releases or hourly compensation. In this way, the participants could determine how much time they wanted to put into the project. Participants agreed that, without the release or compensation, the results would not have been the same. In fact, most said they would not even have begun the task.

6. ATTITUDES/COMMUNICATION: Acknowledging that many vocational faculty did not have a positive opinion of A & S but going into the project with positive outlooks themselves, the team leaders were able to develop good relationships with the members from the vocational departments. The power of social events, thank-you notes, quickly returned phone messages, and--most important--going to the vocational departments' locations for meetings soon became evident. Valuing different styles and backgrounds of all team members and trying to capitalize on these was a key contributor to success.

♦ CONCLUSION

No single project can eliminate the paradigms developed over years, but this project made a contribution with activities which continue today. In addition to the concrete results of these projects, faculty members opened lines of communication that had not existed before. Many Arts and Sciences' faculty members are invited to participate in vocational advisory boards. Some have visited the work places of graduates, met employers, and attended clinicals with vocational faculty members. The math integration team has continued to revise courses and currently has combined with technical writing and computer science to develop a course which integrates mathematics, computer literacy, and writing. When the Technologies Department began building their SunRayce car entry, they invited technical writing, physics, and math instructors to join them and their students in the project. The computer group whose work became the basis for an institute-wide computer literacy requirement is now working with the faculty in the Department of Developmental Studies to use the Internet and computer programs to create classroom materials and courses on-line. A speakers' bureau has been compiled; it lists local employers who are willing to speak to students about why general education courses are important to career success. The Communication Studies' faculty has been asked to present workshops on organizing collaborative projects and work groups to vocational department faculties.

Students are the major recipients of the curricular modifications accomplished by the project participants. More of students' required courses integrate examples from the workplace, incorporate contextual learning situations, and offer relevant connections to vocational majors. Vocational majors are being shown the connections between their vocational and general education classes, and nondegree and transfer students are exposed to career options as they study theory.

TVI still has as its primary mission "education you can use," a phrase many A & S faculty members resent, but those involved in the project have a better understanding of the benefits when the two sides of the house are in balance.

***MANAGEMENT THAT CONSTRAINS
AND
MANAGEMENT THAT LIBERATES***

By

**John Levin
Professor, Higher Education
University of Arizona
Tucson, AZ**

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

329

356

Biography
Dr. John S. Levin

John S. Levin is the Director of the Community College Institute for Research and Development^(pending ABOR approval) at The University of Arizona and a member of the faculty of the Center for the Study of Higher Education. A community college practitioner in British Columbia, Canada, for twenty-three years, John Levin joined the University of Arizona in the Fall of 1993. He has considerable teaching experience, and he has worked as a community college administrator in a variety of roles including campus head of a multi campus institution. His research has focused upon the community college, including the topics of organizational change, management and governance, politics and history, and leadership. Recent research projects include an investigation of the effects of the North American Free Trade Agreement on the community college and an investigation on economic and cultural globalization and the community college.

Inhibiting and Liberating Management: The Problems of Excessive Control

Community College administrators have an unenviable role. The very nature of managerial work has entrenched qualities such as decisiveness, action, and control which predispose managers to favor change, indeed to stimulate change and characterize environments as turbulent or dynamic (Crouch, Sinclair, and Hintz 1992; Mintzberg 1989; Mintzberg 1973). Yet, the structure and patterns of managing in the modern organization require an approach that is both superficial in its understanding of organizational life and occasionally dysfunctional because of its insistence on control and the acquisition of power to maintain control (Mintzberg 1989).

Management Theory

Management theory contains two dichotomous themes. One is that management of organizations is characterized by the theme of control. The second is that the theme of duality pervades management literature. This duality is also focussed upon control and pertains to the extent to which managers have the ability to direct, change, lead, and control their organizations (Pfeffer 1981). At one extreme, managers are viewed as directing, leading, and controlling their organizations, using current technology, for example, methods of scientific management, human development, or strategic planning. At the other extreme, managers are more custodial and have little or no influence or control over organizational behaviors and actions (Cameron 1984).

Control

Self-efficacy is believed to be connected to performance: strong belief in one's abilities to exercise control over situations and events enables one to fulfill goals and intentions (Bandura 1988). Political perspectives and analysis of management behaviors emphasize control as both a means and an end (Ferris, Fedor, and King 1994).

Ironically, organizations and organizational behaviors are not fully controllable (Mintzberg 1994), no matter how self-efficacious an organization's managers. Efforts to control organizations, such as strategic planning, which was highly acclaimed in the 1980s (Keller 1983), are now viewed as futile (Mintzberg 1994). Formerly, instability within the organization and turbulence without were seen as characteristics of an organization that was out of control, unmanageable, and therefore in decline (Keller 1983). Turbulence in the environment was portrayed by managers as both unpleasant and a threat to organizational stability, and managerial action to help stabilize the organization—through control—was implicitly justified (Bolman and Deal 1985; Ferris et al. 1994). Turbulence may be seen as a chimera (Crouch et al. 1992), and

managerial behaviors to control turbulence are methods to exert control over organizations. The concepts of organizational instability and environmental turbulence are perhaps nothing more than fictions, used to justify control (Mintzberg 1989).

Duality of Management

The second theme—the duality of management influence and control—flows logically from the fiction of control. Management literature reflects a conflict between organizations as instruments of internal direction, rational planning, and leadership and organizations as conditions of a variety of forces, or pressures, mostly external. While both champions of leadership theories and leadership prescriptions and rational and strategic planners favor the view that organizations can be directed, particularly by managers, recent scholarship on organizational performance and organizational change throws this view into question. The figment of external turbulence and the malevolent drive for organizational control once acknowledged as empirical realities undercut pristine views of transformational leadership and rational planning. If organizations are in fact directed by internal managers, this may be a result of false premises held by organizational members as well as stakeholders about both the purposes of the organization and the relationship of the organization to its environment.

In order to control an organization, managers must make it, and make it seem like, a machine (Mintzberg 1989). As a machine, an organization loses its human qualities and is limited in its functioning (Morgan 1986). In other words, managers who direct and control organizations may not be fulfilling the organizational mission and may have altered organizational goals. Indeed, such a narrow approach to an organization, through exercising of control and perceiving the organization as machine-like, may lead to ineffective management and dysfunctional organizations.

This dilemma of control—both the fictions upon which control is based and the outcomes of control—is exaggerated in the academic organization. Like human service organizations (Hasenfeld 1983), academic institutions are characterized by loose-coupling (Weick 1976) where goals and actions are not tightly connected. This suggests that control strategies such as rational planning, the use of logic, and formalized procedures are not likely to be effective in the academic institution.

The Community College

One way to look at the community college is to see it as at least two entities or organizations: one is an educational community, comprised of professionals who share a set of beliefs, including the meaning of authority. The other is an institution managed by rational processes such as personnel and financial management, as well as rationalized decision-making structures and formal approaches to goal-setting. As community colleges develop and grow,

these two entities become more distinct and organizational actions become isolated and disconnected (Dill 1984). This suggests fragmentation and alienation within the community college as educational management is detached from educational life, except perhaps at the department level.

The disconnected condition of the community college—where decisions and actions in one part, or at one level, of the institution are isolated from and unharmonized with decisions and actions in other parts or levels—suggests a breakdown if not in organizational functioning then in shared meanings about the realities of organizational life. It is not so much that reality in the academic institution is not what it used to be (Anderson 1990), but that reality is a challenge to locate beyond its symbols and verbal constructions. If we step back to observe the institution, we can recognize not only a conflict between one faction and another over ownership and authority, but also a struggle about definition and identity.

Inhibiting and Liberating Management?

With authority contested and with reality itself defined as a human or social construction, the nature of managerial work has surely altered. Those managers who have failed to acknowledge that what has changed most about academic institutions is how they need to be managed are likely those moving these institutions toward more hierarchical and corporate forms of decision-making. Coping mechanisms for these managers include the trying out of approaches borrowed from the corporate sector, such as quality improvement models; others include re-definitions of institutional purpose to meet the expectations of external stakeholders, such as emphasis upon curriculum reform to improve graduation rates or workplace skills. Still others include mechanisms for increasing employee participation in decision-making (Schuster, Smith, Corak, and Yamada 1994). But these can be seen as methods of control with a palatable name.

In spite of improvement initiatives and coping efforts, the management of higher education institutions in the 1980s and 1990s, like that of business organizations, has become more controlling and repressive (Bergquist 1993). The proclaimed management revolution in higher education (Schuster et al. 1994) is more an effort to control the academy. Consequently, there is little management of those conditions that characterize today's community college, such as disconnectedness, alienation, and fragmentation; few efforts to preserve what was of value from the past, its belief systems about teaching and learning, for example; and little guidance or succor for individuals and groups coping with change during transition periods, for example during leadership succession. Instead, managers are inhibiting not liberating institutional participants in the exercise of their roles. Managerial abuse of positions of power may be a contributing factor to organizational dysfunctioning (for example, labor disputes and employee alienation).

The problem and the challenge is how to use power positively (Fullan 1991). First, the practitioner needs to understand how the organization works, how it becomes dysfunctional, and why conventional approaches to management have affected organizations negatively (Mintzberg 1989). The practitioner needs to accept that organizational behaviors are not controllable and that organizational reality is a social construction. Old methods such as negative, personal politics, monolithic solutions, grand scale innovations, and managerial isolation (Fullan 1991) are what need to change. Recognition of differences in organizational cultures, in organizational forms, and in situations might indicate that organizations are not only socially constructed but also environments which need to be infused with human spirit (Mintzberg 1989) and managed through intimate not superficial knowledge as well in accord with the values and beliefs of its members. The challenge for the practitioner is how to adjust to changing conditions and yet preserve institutional and individual values.

References

- Anderson, Walter. Reality Isn't What It Used To Be. San Francisco: Harper and Row Publishers, 1990.
- Bandura, A. "Social Cognitive Theory." Australian Journal of Management 13 (1988): 275-302.
- Bergquist, William. The Post Modern Organization: Mastering the Art of Irreversible Change. San Francisco: Jossey-Bass Publishers, 1993.
- Bolman, Lee, and Terrence Deal. Modern Approaches to Understanding and Managing Organizations. San Francisco: Jossey-Bass Publishers, 1985.
- Cameron, Kim. "Organizational Adaptation and Higher Education." The Journal of Higher Education 55 (1984): 122-144.
- Crouch, Andrew, Sinclair, Amanda, and Hintz, Phillipa. "Myths of Managing Change." In Organizational Change and Innovation: Psychological Perspectives and Practices in Europe, pp. 23-48. Edited by Dian Hosking and Neil Anderson. New York: Routledge, 1992.
- Dill, David. "The Nature of Administrative Behavior in Higher Education." Educational Administration Quarterly 20 (1984): 69-99.
- Ferris, Gerald, Fedor, Donald, and King, Thomas. "A Political Conceptualization of Managerial Behavior." Human Resource Management Review 4 (1994): 1-34.

Fullan, Michael. The New Meaning of Educational Change. New York: Teachers College, Columbia University and The Ontario Institute for Studies in Education, 1991.

Hasenfeld, Yeheskel. Human Service Organizations. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1983.

Keller, George. Academic Strategy: The Management Revolution in American Higher Education. Baltimore: The Johns Hopkins University Press, 1983.
Mintzberg, Henry. The Rise and Fall of Strategic Planning. New York: The Free Press, 1994.

_____. Mintzberg on Management: Inside Our Strange World of Organizations. New York: The Free Press, 1989.

_____. The Nature of Managerial Work. New York: Harper and Row Publishers, 1973.

Morgan, Gareth. Images of Organization. Beverly Hills: Sage Publishing, 1986.

Pfeffer, Jeffrey. "Management as Symbolic Action: The Creation and Maintenance of Organizational Paradigms." Research in Organizational Behavior 3 (1981): 1-52.

Schuster, Jack, Smith, D., Corak, K., and Yamada, M. Strategic Governance: How to Make Big Decisions Better. Phoenix, Arizona: American Council on Education and Oryx Press, 1994.

Weick, Karl. "Educational Organizations as Loosely Coupled Systems." Administrative Science Quarterly 21 (1976): 1-19.

***MARCHING TO THE SAME BEAT:
THE BENEFITS OF BUILDING A CHAIR COUNCIL
ACROSS A MULTI-COLLEGE DISTRICT***

By

Reba Kochersperger
Head, Academic Development
and
Pat Timpanaro
Associate Dean, Health Occupations

North Harris College
Houston, TX

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

337

363

PATRICIA A. TIMPANARO

Pat Timpanaro is currently the Associate Dean of Health Occupations and Physical Education at North Harris College. Previously Pat was a member of the Associate Degree Nursing faculty at that institution for 13 years and then served as the Director of the Nursing program for three years.

Pat received a Bachelor of Science in Nursing from Cornell University in 1965 and a Master of Nursing in 1980 from Emory University. In 1991-1992 Pat took a leave of absence from her faculty position to return to nursing practice. She worked as a staff nurse and instructor on a bone marrow transplant unit at M.D. Anderson Cancer Center in Houston. At that time she also served as an item writer for the National R.N. Licensure Examination. Pat received an award for Outstanding Performance in Nursing Education from the Texas Nurses Association and in 1994 the Nurses Alumni Association of Emory University recognized her with a Distinguished Nursing Service Award.

Although born and raised in New Jersey, she has lived in Texas for 21 years and considers herself a "Texan by choice." She co-chairs the Council of Associate Deans of the North Harris Montgomery Community College District with Reba Kochersperger.

REBA KOCHERSPERGER

Reba Kochersperger, currently Associate Dean of Fine Arts, Humanities, and Math at Kingwood College, began her career with the North Harris Montgomery Community College District in 1978. During the ensuing seventeen years, she has served the district as adjunct English instructor, full-time English instructor, Curriculum Coordinator for the District, and Division Chair. She was a recipient of the district's Teacher Excellence Award in 1988.

In 1972, Reba graduated from Baylor University with a B.A. in English. She received her M.A. in English from Sam Houston State University in 1977 and has since completed all her course work for a Ph.D. in English at University of Houston.

Reba lives in Spring with her son Greg, who graduates from high school this year and will head to UT Austin in the fall. Her older son Mike, a mechanic for Continental Express Airlines, is getting married in February. In her spare time, Reba costumes operas and other theater productions in Eureka Springs, Arkansas, at Kingwood College, and in Houston.

Marching to the Same Beat:
The Benefits of Building a College Chair Council

INTRODUCTION

Working in a multi-college community college district these days gives new meaning to "living on the brink." Words like "chaos," "mayhem" and "turbulence" are part of our everyday language as we experience planned and unplanned rapid change. Implementing any goal can prove to be a challenge in such an organization. The North Harris Montgomery Community College District, located in suburban Houston, is in the throes of this kind of change. When the fourth college opened in fall 1994, division chairs saw communication lines stretched even farther. This paper traces the journey of division chairs as they took on the challenge of building a unified base of instructional leadership across the district by creating a Council of Chairs.

GENESIS: AN IDEA WHOSE TIME HAD COME

Feeling increasingly isolated, in August 1994, the division chairs of the three existing colleges met to discuss the possibility of working together in a more formally organized structure. Staff, faculty, and other administrators were already formally organized into networks which helped them function effectively. The division chairs reached a consensus that such a group would assume a positive role in working with the district's instructional vice presidents and vice chancellor: identifying issues, making recommendations, resolving problems, and providing leadership in professional development areas. The council would also give division chairs across college lines an opportunity to share experiences, establish an identity within the administrative structure, and work together as a team.

RETREAT BEFORE AN ADVANCE

The division chairs decided to meet for a day-long professional development retreat to examine the role of chairs and discuss common goals and means to achieve them. Marilyn Rhinehart, a long-time participant in Chair Academy leadership programs, drafted a memo informing all college administrators of the plan. From the very beginning the chairs intended to keep upper administration informed of activities in order to promote an environment of openness and collaboration.

The outcome of the retreat was that the chairs decided to form a council comprised of all division chairs across the District who directly supervise faculty. The group affirmed that the unifying purpose of this Council was to improve the quality of instruction. To achieve this goal, the group decided that division chairs must be able to:

- adopt a proactive approach in identifying and resolving issues related to instruction
- develop leadership skills
- become advocates for adjunct as well as full-time faculty
- manage resources effectively
- access data that serves as a foundation for instructional planning
- protect the integrity of the curriculum across the College District
- shape job responsibilities into a manageable workload
- mentor new division chairs
- develop a legacy for new leaders in the various disciplines and programs.

After developing and examining a list of potential projects, the chairs decided the sanest approach was to focus on two priorities for the academic year: creating a job description for division chairs and developing a district-wide approach to adjunct faculty professional development.

Over the next few months these priorities were addressed. The job description was accomplished through a DACUM process. DACUM, an acronym for Developing A Curriculum, is a process that analyzes an occupation systematically. A panel of division chairs analyzed their job-related tasks and produced a chart describing their overall duties and tasks. The chart is included as an addendum to this paper.

The professional development needs of adjunct faculty were addressed by preparing a proposal for a District-wide Adjunct Professional Development Day. The purpose of this one-day workshop was to provide both new and experienced adjunct faculty with the skill and information needed to teach a community college course. The workshop was planned for a Saturday just prior to the start of the fall semester. The agenda and resulting adjunct faculty "wish list" are included as addenda to this paper.

FORMALIZING THE STRUCTURE

The activities of this Council had not gone unnoticed. Two of the Vice Presidents proposed that the division chair group become an official part of the governing bodies of the college district. This could be accomplished by drafting a mission statement and defining our membership and the role and scope of our activities. Upon completion, we could seek approval from the Chancellor to become a part of the shared governance structure of the District. After a little over a year of existence, the Associate Deans' Council is in the final stages of

this approval process. Coincidentally, in the interim, the job title has changed from division chair to associate dean in recognition of our expanded roles.

HINDSIGHT 20-20:

The division chairs were acting as change agents in trying to organize into a formal structure and resistance to change was anticipated.

Some restraining forces to this change which presented obstacles were:

- anticipated opening of a fourth college threatened enrollment at other colleges and brought anxiety and uncertainty to the district
- some upper administrators perceived a threat to their power base
- another committee, another meeting

Fortunately, there were driving forces which gave the group momentum. These forces included:

- new complex curriculum process with major role for chairs
- opening of a fourth college created the need to establish working relationships with new chairs
- organizational restructuring at other three colleges
- decreased opportunity for division chair networking
- vigorous support of Dean of Instruction and new Vice Chancellor
- redundant efforts/projects across district resulting in frustration
- increased need for mutual support in a turbulent environment

The group did some things right:

1. Involving as early as possible the people who would be affected by the change. By memo and personal visit, all levels of administration were informed of the Division Chairs' intent to organize.
2. Distributing accurate information about what was going on in order to minimize speculation and rumors. Minutes of the Council meetings are e-mailed to everyone across the district. Feedback on this plan has been extremely positive.
3. Establishing priorities and focusing energies on one or two areas. Many projects were initially proposed, but the group decided to focus on adjunct needs. This year that focus will continue, but the group will also address its own professional development needs by planning informational programs for the meetings.
4. Selecting practical and reachable goals. Two major activities with specific outcomes were planned for the first year. The DACUM job analysis and the adjunct professional development day were both successful and gave the chairs an opportunity to experience the fulfillment of bringing a given project to closure.
5. Realizing that change takes time and patience. During the first year, the Council kept a low profile and took on tasks that were already within our job description. They didn't step on anyone's toes.

The group made some mistakes:

1. Including the Vice Presidents of Education at the initial planning retreat would have promoted the spirit of openness that the group espoused.
2. Investigating the requirements for becoming an official part of the new administration rather than pursuing a defunct policy that gave us a loophole to justify our existence.
3. Not recognizing that the politics and the structures of all four colleges are different, impacting the membership and function of the group.

Finally, an awareness of the stages of change described by Kurt Lewin (*Field Theory in Social Science*, 1951) provides some perspective. Lewin identified three phases: unfreezing, moving, and refreezing. The group's initiative has moved through the unfreezing stage, but it is presently still in the moving phase of trying to gain acceptance into the governance structure. There has been some loss of momentum as some of the original members of the group have moved on and several chair positions are unfilled. A new approach to meetings may be needed to help chairs continue to value our organization. The present co-chairs are challenged with the responsibility of motivating their peers to continue to see the advantage of remaining united.

DUTIES		TASKS					
A. Leader- ship	A.1 Provide Vision	A.2 Establish a Creative Atmosphere/ Environment	A.3 Pursue Professional Develop- ment	A.4 Build a Team	A.5 Encourage Risk Taking	A.6 Act as a Role Model	A.7 Eliminate Barriers
	A.8 Meet Appropriate Faculty/ Staff Needs	A.9 Establish Priorities	A.10 Respect Diversity	A.11 Mentor New Faculty and Staff	A.12 Be Respon- sive to legal and Ethical Issues	A.13 Anticipate Student Needs	
B. Curricu- lum Revision and Develop- ment	B.1 Accept Responsi- bility for Curriculum Integrity	B.2 Become Familiar with Curriculum in the Division	B.3 Collaborate on Curriculum Initiatives	B.4 Lead Curriculum Initiatives (i.e. Dual Credit, Core Curriculum	B.5 Develop New Programs/ Courses	B.6 Validate Existing Curriculum (i.e. Tech Prep, Scans, Grants	B.7 Examine, Evaluate, and Revise Curricu- lum/ Program (Accredit- ing Agencies)
C. Instruction	C.1 Examine Instructional Issues	C.2 Promote Instructional Innovation	C.3 Provide Instructional Resources	C.4 Track Program Effective- ness	C.5 Develop Strategies to Respond to Effective- ness Data	C.6 Review Syllabi	C.7 Respond to Student Feedback
	C.8 Ensure Curriculum Standards	The Division Chair Position The Division Chair leads the instructional area by establishing a creative environment in which people are served, resources managed, positive learning promoted, and curriculum standards established using both interpersonal and technical tools for effective communication and accountability.					
D. Instruc- tional Services	D.1 Work with Outside Agencies	D.2 Build a Schedule	D.3 Develop and Manage a Budget	D.4 Plan Physical Facilities	D.5 Oversee Physical Facilities	D.6 Maintain Contractual Agreements	D.7 Develop Program Policies
	D.8 Manage Resources	D.9 Write and Monitor Grants	D.10 Review and Order Textbooks	D.11 Oversee Lab Maintenance	D.12 Conduct Research/ Collect Data	D.13 Collaborate/ Discuss with Faculty	D.14 Develop and Manage a Project Plan
	D.15 Evaluate Plan						

BEST COPY AVAILABLE

DUTIES	TASKS						
E. Human Resources	E. 1 Recruit Faculty and Staff	E. 2 Initiate the Hiring Process/ Recommend Hire	E. 3 Initiate Termination	E. 4 Supervise Faculty and Staff	E. 5 Provide Legal Documentation	E. 6 Provide Professional Development	E. 7 Evaluate Faculty and Staff
	E. 8 Solve Personnel Problems	E. 9 Follow Due Process	E. 10 Communicate Effectively				
F. Institutional Representation	F. 1 Participate in District-wide and College Committees	F. 2 Assist with Registration	F. 3 Admit Students in Special Program Areas	F. 4 Advise Students	F. 5 Collaborate with Colleagues	F. 6 Network with Other Individuals and Institutions	F. 7 Teach
	F. 8 Implement Institutional Policies and Procedures	F. 9 Establish and Implement Departmental Procedures	F. 10 Plan, Conduct, and Attend Official Functions	F. 11 Schedule Facilities	F. 12 Market Programs		

370

***MEETINGS, BLOODY MEETINGS:
THE WHO'S, WHAT'S, WHY'S, AND HOW'S BEHIND
EFFECTIVE MEETINGS***

By

**Maureen Henry
Chair, Math/Science/EXSS
El Paso Community College
El Paso, TX**

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

3671

Maureen Henry is the Division Chair for the Architecture, Math, Science, and Exercise and Sport Science Division at the El Paso Community College, Valle Verde Campus. This is her third year in this position, and she presently supervises twenty seven full-time faculty and one hundred fifteen part-time faculty. Prior to this position she was the Division Chair for the Social Sciences Division. She has been an employee at the El Paso Community College since 1983. Dr. Henry received her Ph.D. from the University of New Mexico in 1989.

372

Being a college administrator often means that one spends a lot of time in meetings. Each one of us has attended more than one meeting in which we felt as though it was a waste of time. How many of us can afford that kind of time taken from our already too busy day. Also, it could almost be considered criminal when the one considers how much money in salaries is at stake in a nonproductive meeting. It is important that the meetings be meaningful, productive, and efficient.

One of the first considerations in conducting an effective meeting would focus on whether it is essential to have a meeting; why are we meeting? Is the meeting being set up to disseminate information or to make a decision? Is there a more effective method to accomplish the objective of the meeting than bringing people together? When the dissemination of information is the type of meeting that is to be conducted it is important to know how many people need the information, would some of the participants have to travel to attend the meeting, and is the timeliness of the dissemination of the information critical. If the objective of the meeting is to disseminate information would a memo or telephone call accomplish the same objective. If the objective of the meeting is to make a decision, does this process involve several different people or is it a single person's decision.

When setting up a meeting it is important to determine who should attend the meeting. It is essential to determine the crucial people for the meeting, not all the people that feel as though they should be included in the meeting and are not really essential to the process. Once the number of people that should attend the meeting is known, then the appropriate facilities should be scheduled.

Another important consideration would be the best time for the meeting. Often the availability of facilities is going to affect the timing of the meeting. Another consideration which would affect the timing of the meeting would be determined by whether the attendees all work on one campus or whether people will be travelling to a central place. If people are travelling to attend the meeting often the best time for the meeting may be early morning or late afternoon; starting the day with the meeting or ending the work day with the meeting. These times allow people to be more productive in their work day without the interruption of travelling to a meeting. The timing of the meeting should be a mutually agreeable time for the participants but when everyone is located on one campus it provides more flexibility in the scheduling of the meeting.

An agenda needs to be determined prior to the meeting and the proper sequencing of business items is essential. Input from participants for agenda items is appropriate. The agenda should be distributed to all the attendees of the meeting and information copies to all of the appropriate individuals prior to the meeting. By providing the agenda prior to the meeting, attendees have the opportunity to do any homework or bring any documentation necessary to be a productive participant of the meeting. When the agenda is being formulated an estimate of the time necessary for each agenda item should be developed.

The meeting should start on time and should follow the set agenda.

Sometimes people are tardy for the meeting, but it is essential to start on time. Everyone on campus today is very busy and their time is valuable. Often there is a tendency to stray from the agenda, but it is important to stay on topic. By starting on time and staying with the agenda, time will be better utilized, and the meeting should be more productive.

The meeting should be evaluated after it is over. The evaluation process could occur at the end of the meeting with evaluation forms or could be distributed to the participants within a short time after the meeting. The minutes of the meeting should be distributed to all participants and to all appropriate positions for information. Participants should now be working on all action items that were agreed to in the meeting.

Meetings do consume a large amount of time in an administrator's work day and it is essential that all meetings be well planned and conducted in an effective and efficient manner.

METAPHORS AND MAXIMS FOR THE MILLENNIUM:

***USING METAPHORS TO OVERCOME
OBSTACLES OF CHANGE***

By

George McDade
Chair, Art
Monroe Community College
Rochester, NY

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

349
375

Biography

George Campbell McDade

George Campbell McDade, a native of Glasgow, Scotland, is a multi-media artist: a painter, sculptor, video maker, poet, actor and story teller. Recently his computer enhanced video entitled "The Stone Soliloquy" which McDade totally produced -- programming the computer, writing the script, performing the solo role, setting lights, and operating the video camera - won a five hundred dollar prize for excellence. Presently he is writing a memoir of his wartime childhood in Scotland, set within a context that examines the effect of large scale violence on children. He is a founding member of Rochester Artists Coalition Against Censorship, a group of over two hundred artists who oppose government censorship. He has served two terms as Board Chair of the Rochester Arts Council. Currently he is active in attempting to create educational coalitions, especially among college art programs. His undergraduate degree is from State University of New York at Oswego, his Master's from Bowling Green State University, Ohio. A graduate of the National Chairs Academy, he serves as Professor and Chair of the Art Department of Monroe Community College in Rochester, New York. In June he will have an exhibition of his work in Urbino, Italy. His other interests are long distance cycling, kayaking, playing and watching soccer and trying (so far unsuccessfully) to outwit two Siamese cats who allow him to live in their house.

Note: This presentation will be illustrated. The following paper presents the conceptual framework of the presentation. The actual presentation script will have modifications for the slide images.

METAPHORS AND MAXIMS FOR THE MILLENNIUM:

He only says, "Good fences make good neighbors."
Spring is the mischief in me, and I wonder
If I could put a notion in his head:
"Why do they make good neighbors?"
* * *

He will not walk behind his father's saying
And he likes having thought of it so well,
He says again, "Good fences makes good neighbors."

Robert Frost, "Mending Wall"

"Don't Walk a Mile in My Shoes, Just Wear My Rose Colored Glasses For Five Minutes."

Metaphors and maxims, aphorisms, axioms, and proverbs, to speak metaphorically, provide the lenses -- the rose colored glasses, binoculars, or blinders - with which we view the world. They are the foundation and the walls of our paradigms of reality.

One of their main functions is to provide advice about the future. The red sky at night is a sailor's delight, the red sky in the morning is a sailor's warning and a stitch in time really does save time.

Generational wisdom usually consists of time tested injunctions to help us survive. They encapsulate sage advice and moral instruction. Consider for instance this statement, delivered in the heat of action, "Don't worry about the mule being blind --just load the wagon.!" How many times have you seen some project sidetracked or totally derailed by someone who is an expert at finding flaws with some factor that is not really central to the project?. The blind mule is a great metaphor that opens reflective discussion about how we assess capabilities, how we analyze the needs of the future, and how we solve problems. We must never forget that a mule doesn't have to see to pull a wagon.

This characteristic of the metaphor to open discussion, to explore the implications of the metaphor fully, rather than close all thought is important. In fact in the Jewish, Christian, Muslim, and Buddhist traditions there is a long history of pedagogical parables that call upon the faithful to question and discuss the wisdom of the parable or saying. These texts are presented almost

as riddles. What is the meaning of "The last shall be first and the first shall be last?" Consider the reflection to be gained from this wonderful Sufi saying:

"Because sugar is not arsenic, many graveyards are full."

WALKING BEHIND OUR FATHERS SAYINGS

Metaphors based on unexamined realities, prejudice and ignorance can have tragic consequences.

I would like to cite one example that demonstrates the tragic power of a metaphor on a culture. Simply stated, this metaphor claimed that what happened to one country, regardless of its language, history, culture, or government would happen to its neighbor. This three word metaphor was "The Domino Theory." What a powerful image. Each of us has seen one domino touched and the rest fall in a chain reaction. That is an image all of us have experienced. But that does not mean that image adequately describes one billion six hundred million people and their countries. This is the danger of the metaphor. It shouldn't convince us that if you've seen one Asian country, you've seen them all. Instead of being a circuit that shuts off thought, creative metaphors should open our minds. Without ignoring reality, they should place our minds at a point where we can reexamine a problem, provide us with objects of reflection, and a rich source of contemplation. We should be able to peel them back like the layers of an onion, to reveal more aspects of a truth.

GOING TO THE SHORE TO WATCH THE TIDAL WAVE COME IN

Truth is always at a premium, and experience teaches us that it is not easily attained. Certainly this is particularly true in this decade at the end of the 20th century. I can remember hearing -- yes, I'll admit it -- hearing on **radio** about "Buck Rogers Adventures in the 21st Century." That seemed like thousands of years in the future! Now we are only a few years away from the millennium of Buck Rogers. Already, we've gone beyond Buck Rogers. Our library shelves and other data banks are already swelling with books and articles that are recording the changes in every aspect of life on this planet.

"Humanity is entering a hyper industrial age. New zones of wealth will exist uneasily alongside vast regions of poverty. Advanced technologies will create a class of products and goods that will empower individuals as never before, while shattering the traditional bonds to country, community, and family. . . these objects -- whose embryonic forms, like the SONY Walkman or the laptop computer, are ubiquitous today -- will create a different human being.

Jacques Attali "Millennium: Winners and Losers in
Coming World Order"

Jacques Attali, who is president of the European Bank for Reconstruction and Development, has created a metaphor of future humans as nomads. The two way wrist radio seems like old technology -- as old as Dick Tracy. Attali

predicts that the near future will see machines beyond the laptop computer and wrist technology that monitor the heart, arterial pressure, and cholesterol levels.

Paralleling technological development in every field is producing similar advances that will revolutionize every form of our cultural and economic life. Political boundaries are disappearing. They are being replaced with what are the real borders of the today's world -- economic boundaries. With the computer, local and nationalist economies are now part of a world economy. The European Economic Union is now a reality. The world is reforming as we speak. The continents which drifted apart millions of years ago are now drifting back together.

The direct question for our purposes is not whether this change, this drift, is effecting you and your campus. The direct question is how it is effecting you and your campus.

Most institutions are still in some degree of denial. Educational critics describe the situation with what is fast becoming one of the most overused metaphors of the decade: "They're rearranging the deck chairs on the Titanic."

Overused or not it is metaphor that describes inadequate responses to disaster. Another nautical disaster metaphor was used by a manager when he discovered that his company, which was facing enormous daily losses from obvious causes, had decided to set a team to study the problem. He said, "They're going to the shore to watch the tidal wave come in!"

The tidal wave metaphor aptly describes the powerful changes and challenges that are battering the shores of higher education. Every college in the United States is in some phase of a dual crisis: one crisis is economic and the other is what I would call a "knowledge-culture" crisis. Part of the cause of these crises is the fact that change is accelerating faster than the ability of institutions to react. The status quo is one of a constant "knowledge-culture" lag.

The tidal wave is a warning of the hazards of denying reality, it reminds us that future planning demands (in a S.W.O.T. analysis) a realistic audit of threats. It is easy to identify a wave as "big" but not really a threat, certainly no tidal wave. It is one of the peculiarities of human beings, that they will embrace the rosiest future projections while in the next breath ridiculing any suggested threats. This is probably especially true for educators. Ours is a profession of unchanging rituals, reasons and rhythms. "The Fall semester always begins after labor day, this is syllabus, the class meets in room 314, etc. It is department policy that no make up exams are given. Pomp and circumstance is always played at our graduation."

Millenniumism in the past has occasioned all sorts of expectations, dreams, nightmares, and schemes for social salvation at the cusp of a new century. Some of the directions that I have just described may be dream or nightmare enough for you. As a teacher of drawing I often think of HAL, the computer in 2001 with every drawing ever drawn in his memory banks, saying to the astronaut, Dave who is sketching in a pad, "Dave, I think your drawing is improving remarkably well."

THOREAU'S MAXIM : A CHALLENGE FOR CHAIRS AND OTHER ACADEMIC LEADERS

I am going to conclude this part of the program with one maxim and one metaphor for the millennium. Both of them are challenges to academic leaders.

When we speak of change, we always seem to be referring to change as something occurring out there. The world is changing we say. By omission we seem to imply that only thing unchanging in this world is you and me.

Henry David Thoreau the Yankee iconoclast who went to live alone for a year at Walden Pond, challenged that assumption by stating this maxim. He said, "Things don't change -- we change." This is a maxim for the millennium.

Thoreau certainly knew that things do change -- much of his writing catalogues the changes of nature and his interpretation of those changes. He also knew that if change was constant in nature it was also a constant in men and women. Thoreau, who said, "Most men lead lives of quiet desperation" knew that a goodly portion of that desperation came from a lack of introspection and reflection.

As academic leaders we must reflect on how we have changed and how we are changing. Do you assume that in the last fifteen years all our thoughts, opinions, attitudes, and ideas have been positively advancing -- that in effect we are now wiser. Do you take pride in the fact that you rarely have ever had to change your mind? Did your major attitudinal positions, your core beliefs, form during your graduate school years? Have they undergone any major revision since? When was the last time you were wrong -- really wrong about an issue? Do you point out where your predictions and forecasts were correct, but never mention when they were in error? Do you take pleasure in seeing some significant change meet with the difficulties of new growth? Are you cynical about change? When was the last time you learned some new skill or set of ideas? Do you believe that you can't teach old dogs new tricks? (Research indicates by the way, that only can you, but that old dogs are actually better pupils than the pups.) Can you name ten things in education that have changes for the better in the last ten years? Do we feel that change is out of control and we can't cope with it?

All too often the Chair or Dean who came to a position full of ideas for developmental growth to meet the challenges of the present is captured by other agendas and becomes a gatekeeper who guards precedent and makes the world safe for the barnacles of the status quo. On the screen behind me are a list of areas where change is and will continue to take place. In a few minutes we could easily add hundreds of categories to this list. We are living in a world of change and would submit that our job is to manage that change.

When I was preparing this presentation, I met a friend, a Ph.D. in Higher Education who has spent over thirty years managing endowment programs for major universities. During his career he raised millions of dollars for colleges and universities throughout the United States.

When I told him what this presentation subject was he said, "I am now at a point where I see the end of my career. I'm thinking and planning for retirement. Its a period in your life when you looking forward and at the same time you look back. I have worked in Higher Education all my life. I have worked for some of finest college presidents that this country has ever had. Everyone of them to a man lacked vision. Send the chairs a metaphor for me: If they give you a chair, stand on it once a day and try to see at least to the

horizon. When you make a decision, stand on the chair and decide with horizon in view."

A FINAL METAPHOR FOR THE MILLENNIUM

I would like to close with my metaphor for the millennium. Last summer a woman, who had just passed through a threatening illness was vacationing on Cape Cod. A friend invited her to a traditional New England Lobster dinner. She was seated next to a scientist from Woods Hole Oceanographic Institute. The conversation, at the table turned to the dinner. Everyone remarked on how wonderful the lobsters were and how big they were. Most at the table thought that these lobsters must have been more than a few years old to be the size that they were. The scientist noted that while that observation was true - it was only partially true. He pointed out that lobsters at maturity in effect have to "decide" whether they will continue to grow. Growth for a lobster has great risks. The lobster must discard its old shell and for period of time it will be unprotected from its enemies while its new shell grows and hardens. A majority of lobsters "decide" not to take the risk of growth, they settle for the size and shell that they have. For this woman, the risk of the lobster's growth became a personal metaphor for her renewal. She saw that she had passed through a vulnerable period to new strength and confidence.

Growth, whether it be for lobsters or academic leaders, involves vulnerability and risk. The safe alternative means staying within the shell of the past while the future is reshaped around us. For educators a path to the future that does not include a constant cycle of reflection, intellectual growth and committed positive action is not a real alternative. It is a formula for decline and obsolescence.

We need to be able to discard the educational shells we created yesterday to create the new educational forms needed by an evolving world. With all its vulnerabilities, risks, and challenges this is the task that we are being called upon to do in the millennium.

The Chinese have a wry curse, "May you live in interesting times." We certainly live in interesting times. I believe that within our lifetimes we will face the greatest challenges that educators have ever faced but at the same time I believe that we will also have the greatest opportunities that educators have ever had. The only question is whether we will accept those opportunities. Will we accept the challenge to manage change? Will we accept the challenge to grow?

I hope to see out there when the surf's up in four years.

METAPHORS AND MAXIMS FOR THE MILLENNIUM PART 2

1. I would like you to begin this part of the session by introducing yourself to the others at your table by telling your name, your college affiliation, and a metaphor, maxim or saying that was favorite of a parent, grandparent, or teacher. Is this a saying that you have long since "walked behind" or does it still hold up for you?

Write the sayings below and list another from your group that you believe is worth remembering.

2. Share with your group at least one metaphor, maxim that is a guide for you as an academic leader. Tell the group how this metaphor has helped sustain your thinking and action as an academic leader.

OR

Share with the group a metaphor that you believe should be "walked behind" because it distorts the truth of an educational issue. Discuss this.

3. Have one of your group share the metaphors and sayings of your group with the other groups. Discussion will follow.

***MOVING FOR SEEMLESS TO SEAMLESS PATHWAYS
FOR STUDENTS***

By

Glennis McClure
Coordinator, Area Tech Prep Project
and
Richard Ross
Dean, General Education

Southeast Community College
Lincoln, NE

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

357

383

Richard A. Ross

Richard Ross is Dean of the General Education Division at Southeast Community College - Lincoln, Nebraska campus. He has held this position for the past three years. Richard also has 14 years of high school mathematics teaching experience.

At Southeast Community College, Mr. Ross has been involved in developing and implementing the academic transfer program on the Lincoln campus. In addition to the academic transfer program, the developmental education program and general education classes for the 26 vocational/technical programs at SCC are delivered through the General Education Division Development Education Program.

In previous positions, Richard has been active in both professional and civic organizations, serving as chair of the library board, President of the Chamber of Commerce, President of the Belleville Teachers Association, and President of the Lion Club in Belleville, Kansas. While in Overland Park, Kansas, he was an active member of the Overland Park Chamber of Commerce and was selected to participate in Leadership Overland Park.

Richard currently serves as the community college representative for the Nebraska Mathematics and Science Frameworks Advisory Board, Southeast Community College Tech Prep Project Advisory Board and the Nebraska Articulation Planning Team.

Mr. Ross holds degrees from Emporia State University and Louisiana State University. He is also a 1995 graduate of the National Academic Chair Academy.

Glennis A. McClure

Glennis McClure is the Area Tech Prep Project Coordinator for the S.E. Nebraska Tech Prep Consortium. Southeast Community College is her employer as the fiscal agent of the Tech Prep Project funds. Glennis has been with Southeast Community College since 1989, starting as an instructor in the Agriculture Business and Management Program on the Beatrice campus. She has been coordinating Tech Prep project activities since January 1992. The Tech Prep consortium in Southeast Nebraska currently includes twenty-two active school districts and all three campuses of Southeast Community College.

Glennis has held memberships in the National Tech Prep Network, American Vocational Association, and American Association for Supervision and Curriculum Development. She is an active member in the Lincoln Chapter of the American Society for Training and Development. This May, Glennis will finish her Master's Degree at the University of Nebraska - Lincoln in Adult and Vocational Education with a Human Resource Development emphasis. She serves her local public school district as Co-chair of the School Improvement Steering Committee and is also active in her church and a local extension club.

Through her Tech Prep work and as a representative from Southeast Community College, Mrs. McClure is an advisor for the S.E. Nebraska Math Science Coalition, the Lincoln School-to-Work Project and a Carl Perkins Consortium of schools. She was an initial co-leader of the Nebraska Articulation Planning Team.

Glennis received her Bachelor Degree from the University of Nebraska - Lincoln in Agricultural Economics. She has completed training programs from The Grantsmanship Center and the Covey Leadership Center.

OVERVIEW

Education reform initiatives such as School-to-Work transition and Tech Prep, as well as renewed emphasis on college admission standards, teacher certification, and accreditation have brought to the forefront the crucial need for creating a seamless educational pathway for all students.

Consequently, proactive involvement in the development of a statewide articulation model is extremely important. The following goals have been identified:

- evaluating courses and programs to determine appropriateness and relevancy of content and methodology,
- establishing horizontal and vertical articulation between and among all levels of educational institutions, and
- producing a skilled workforce to meet the needs of demanding occupations in the 90s and beyond.

In addition to the above goals, which are part of the strategic plan for a statewide Tech Prep articulation model, four task force members attended The Seamless Web Project conference hosted by the National Community College Chair Academy in February 1994. Information gained from this conference was a valuable guide in getting started in the model development process.

Believing that education has "NAPT" too long, the Nebraska Articulation Planning Team was created to investigate the opportunities and barriers for establishing the horizontal and vertical articulation, curriculum integration, and staff development imperative in assuring students a seamless pathway in their movement along the educational continuum.

NAPT Premise. Education **must** focus on student learning. It is, therefore, important for everyone to acknowledge that education is **one large system** and that planning requires collaboration across institutions. A change in one part of the system, like admissions requirements, affects all parts; consequently, planning can no longer simply be done at the institutional level.

NAPT Goal. To establish a model that can be used statewide by all levels of educational institutions to help them establish educational plans which will provide the opportunity for every student to make informed choices regarding their educational and occupational goals. These plans will be of assistance to learners at any level of educational development as well as those who may decide to change their educational and /or occupational goals. In addition, the model will assist educational institutions in minimizing the barriers that students may encounter as they move from one institution to another.

NAPT Beliefs:

1. Every learner has the right to make informed choices about their own education.
2. All learners, including their parents, guardians, and/or significant others, must have access to current and correct information when making informed educational choices.
3. All educational institutions, elementary, secondary, and postsecondary, have the right to establish admission, completion, and/or graduation requirements, based upon established goals of individual institutions.
4. Every learner must have reasonable access to information regarding individual institutional admission, articulation, and graduation requirements.
5. Every learner must have access to information regarding what educational responsibilities they must fulfill in order to attain personal educational and occupational goals.
6. Educational institutions at all levels must work together if the educational opportunities are to be maximized for all learners in achieving their educational goals.
7. Educational institutions must work together to remove unnecessary barriers that may impede learners from accomplishing their educational goals.
8. Persons of all races, ages, religions, cultures, socioeconomic conditions, and educational backgrounds, both female and male, must have equal access to information regarding the course of study they must follow in order to attain their educational or occupational goals.
9. All learners proceed at different rates of educational growth. Attainment of a certain age neither guarantees a level of accomplishment nor does it prevent the pursuit of educational or occupational goals.
10. Educational institutions have the right to grant placement for students based upon previous education, life experience, or individual abilities.

NAPT Members included representation from several educational institutions located in and around the Lincoln, Nebraska vicinity: Southeast Community College, University of Nebraska - Lincoln, Doane College and Lincoln Public Schools

Articulation Pilot Project. NAPT conducted an articulation pilot project during the 1994-95 academic year. The purpose of the project was:

- To determine the extent to which articulation among the participating educational institutions is currently taking place.
- To jointly identify and address barriers that negatively impact student movement along the educational continuum, e.g.
 - communication (or lack of) across institutions
 - level of credentials of faculty members
 - transcripts showing a letter grade or credit by waiver
 - inconsistent course titles
 - identification of student's knowledge level
 - time
 - distrust

- To communicate the findings and recommendations of the Articulation Pilot Project to leaders at all educational levels throughout the State.
- To develop a model for statewide articulation that could apply to most curricular areas.
- To establish a basis for dialogue among leaders at all educational levels throughout the State for creating seamless K-phD educational pathways.

By June, 1995, the pilot project had reached step five of the articulation process (noted in the articulation model). The definite articulation agreement format for step six is nearing completion. As noted in step seven of the model, effectiveness of the articulation agreements should be evaluated. Therefore, validation of the articulation model could span a period of years.

Information gathered to date from a mathematics pilot project was used to create the following Nebraska Articulation Model.

NEBRASKA ARTICULATION MODEL

Developed by the Nebraska Articulation Planning Team

Premise. Education **must** focus on student learning. It is, therefore, important to acknowledge that education is **one large system** and that planning requires collaboration across institutions. A change in one part of the system, like admissions requirements, affects all parts; consequently, planning can no longer simply be done at the institutional level.

Purpose of this Model. to assist educational institutions in minimizing the barriers students encounter as they move from one institution to another by:

- (1) evaluating courses and programs to determine appropriateness and relevancy of content and methodology,
- (2) establishing horizontal and vertical articulation between and among all levels of educational institutions, and
- (3) work towards acceptance of course competencies as the criteria for measuring student achievement in lieu of course titles.

STEPS IN THE ARTICULATION PROCESS

Step #1 SECURE COMMITMENT OF LEADERS

Identify the educational institutions to be involved in the articulation. Obtain the commitment of their leaders to participate and ask them to identify key person(s) in their organization to serve on the articulation committee.

Step #2 CREATE AN ARTICULATION COMMITTEE

The articulation committee should include secondary and postsecondary administrators, teachers and counselors from each participating institution as well as other key representatives who may be involved in curriculum review or development. They should plan to meet at least monthly for 6-12 months.

Step #3 IDENTIFY COURSES/PROGRAMS TO BE ARTICULATED

The articulation committee should identify what courses, sequence of courses, or programs are to be articulated.

Step #4 DEVELOP INTENT TO ARTICULATE AGREEMENT

An intent to articulate agreement establishes the parameters for the articulation process. Signatures on these agreements indicate a formal commitment to work together through the process.

Step #5 COMPLETE COURSE FACT SHEETS FOR ARTICULATION REVIEW

The articulation committee should meet with teachers and curriculum specialists for the courses/programs designated for articulation to review and analyze course information. The Course Fact Sheet for Articulation Review should be used for recording current course information at both the secondary and postsecondary level. A comparison of these Course Fact Sheets must then be done to determine where articulation is feasible and/or to assess how the course(s) must be modified to make articulation possible.

Step #6 DEVELOP ARTICULATION AGREEMENT

An articulation agreement confirms the parameters for articulation as well as establishes the specific courses at both the secondary and postsecondary institution which are being articulated. Signatures on these agreements indicate a commitment on the part of all parties to assuring students a seamless pathway in their movement along the educational continuum.

Step #7 EVALUATE EFFECTIVENESS

Periodic review of the conditions and courses listed in the articulation agreement is necessary due to possible changes at one or both institutions. In addition, articulation reviews after implementation may reveal needed changes in the process or the final agreement. Indicators of success or validation questions should be identified in the articulation process. Data regarding student success/failure with the articulated arrangement should be collected. Here is an example of the types of questions you may want to ask:

What evidence of success has the high school observed as a result of implementing articulated courses with the postsecondary institution?

- ☐ *Improved student motivation to learn*
- ☐ *Improved teacher motivation for instruction*
- ☐ *Higher achievement of students*
- ☐ *Improved standardized test scores of students*
- ☐ *Increased enrollment levels in courses that have been articulated*

What evidence of success has the postsecondary institution observed as a result of articulation agreements with high schools?

- ☐ *Improved student motivation to learn*
- ☐ *Improved teacher motivation for instruction*
- ☐ *Students are succeeding with acceptable performance in advanced level courses*
- ☐ *Higher achievement of students*
- ☐ *Students electing to take additional courses for advanced skill development in lieu of the introductory courses they were advanced placed out of*

After necessary data collection is completed, an articulation review may reveal needed action for change in the articulation procedures or present agreements. Meetings should be documented. Files with agreement information must be kept current.

***MULTI-INSTITUTIONAL COLLABORATIONS FOR
INTERNATIONAL VOCATIONAL EDUCATION:***

HOW TO MANAGE IT

By

Peter van Amelsfoort
Director, International Projects
King William I College
's Hertogenbosch, Netherlands

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

365

390

BIOGRAPHY

Peter van Amelsfoort studied history and business sciences at the Universities of Leiden and Utrecht.

His background includes 15 years of teaching and administration at several colleges in the 's-Hertogenbosch area.

He is presently general manager international projects at the Koning Willem I College in 's-Hertogenbosch, The Netherlands.

He is member of the 1995 Chicago-class of the NCCCA's Institute for Academic Leadership.

INTRODUCTION

Our world of education is changing. Students, faculty and management will need to understand people of different cultures and learn to communicate and compete with them if they are to succeed the world of work. In the colleges the responsibility for the implementation of internationalizing and multiculturalizing the curriculum falls on the academic deans and department chairs, but the commitment must come from the top administration and governing boards.

One step that can be taken toward curriculum change is international cooperation.

To start a kind of cooperation in the field of education with an other country has almost something of an adventure in it. Despite good regulations and preparations you never can be sure what the outcome is. So, special in the beginning flexibility, creativity and lots of time are top priority.

We have to beware lest "going international in education" becomes an empty rhetorical expression. It is a fashionable word that covers a broad range of overlapping, but also often conflicting activities, priorities, definitions and perceptions.

The debate on issues of quality in international education generated what might be described as a mixture of inspiring excitement and vague uneasiness about the broader implications of the international component in education: international education is still perceived as a peripheral, rather than an integral, element of education.

GENERAL REMARKS ABOUT INTERNATIONAL EDUCATION FROM THE MANAGEMENT PERSPECTIVE

The development of successful strategies for the truly pervasive internationalisation of education in Europe and elsewhere remained unfinished. Among the components which immediately come to mind are the following:

Faculty:

- * teaching assignments and exchanges
- * sabbaticals abroad
- * joint curriculum development
- * intensive courses and summer schools

Students:

- * arrangements for individual mobility
- * organised exchanges
- * study abroad
- * foreign student reception

And of course distance learning, use of new information and communication technology for internationalising study.

The list is certainly indicative rather than exhaustive, but it serves to highlight the importance of being precise in the identification of various aspects of "international education".

To take an example, a given study abroad programme may embarked upon by an institution for reasons such as:

- * Providing students and faculty with a wider range of topic specialisations than could be provided at the home institution alone,
- * Enhancing the 'international' profile of graduates and faculty,
- * Adding a foreign socio-cultural dimension to studies,
- * Improving the foreign language competence of students and faculty across a certain range of disciplines,
- * Improving the institution's reputation abroad,
- * Testing the ground for possible future cooperation on a larger scale,

And the inventory could certainly be complemented still further.

Human resource management is a key element in improving performance and reliability. At the centre of managing people is the need to listen, to delegate, to train or retrain, to encourage, to reward and to sanction. The remotivation and retraining of faculty is essential for revamping educational systems all over the world. Faculty training should cover both intellectual training and the practical skills of communicating knowledge to future students. Faculty should be assessed regularly on their pedagogic skills, the content of their courses, their willingness to undergo further teaching-training, and the results of their students. Good faculty should be rewarded, able to progress in their careers beyond those that perform less well or not at all.

HOW WE USE THE INTERNATIONAL PART OF EDUCATION: FACULTY

Exchange programmes with faculty in other countries can be useful in the field of training (and rewarding?).

The idea in our college was to develop a special international exchange program. To avoid

The plan seemed monumental when budgeting and other issues were considered we decided to start the whole program as a pilot project.

As a start my college was focused on student- and faculty exchanges of short duration for students and faculty in various disciplines.

Our main goals were:

- * To give students and faculty the opportunity to experience another education system, another culture.
- * To stimulate internationalization of the curriculum in our College.
- * To stimulate a kind of integration in the foreign culture by working with the home-stay formula.
- * The faculty-exchange was also focussed on human resource ideas.

Faculty was a little reluctant in accepting the new ideas management brought back

From their visits to the US-community Colleges in our own College.

So it was decided by the board to send a group of faculty members to the new world.

Everything was very carefully prepared and during one of the meetings before departure even a special course was offered to our folks: "How to survive in the States as an European" Faculty were learned about American habits, school system and language differences.

The group came back:

- * Exhausted (thinking and talking in a foreign language all day long for two weeks is quite something)
- * Full of new ideas (they have experienced another way of thinking and working)
- * Enthusiastic and motivated and with lots of useful contacts.

When the US-faculty caught their plane from 'O Hara a few months later they knew they will fly to Europe but most of them did not know what to expect. Now they know!

They visited industry, did job-shadowing, has lots of discussions with faculty and students. The faculty-exchange has built some real friendships and that is also a very relevant part of international cooperation.

This exchange must be the start of a fruitful cooperation in the field of curriculum comparison and international curriculum building.

New methods of communication can be very helpful:

Internet, e-mail, teleconferencing and so on.

HOW WE USE THE INTERNATIONAL PART OF EDUCATION: STUDENTS

The student exchange last year took place with a group of 12 students.

The US-faculty did not know what to expect, neither did most of our students.

The student exchange was as well as the faculty-exchange were based on homestays.

The Dutch students have attended lessons and have visited all kinds of industry.

All kind of special activities were organised for them. They all got a very good impression of the American way of life. Some of them will return to do their work placement in US-industry or make students of our college enthusiastic to do the same.

The US-students that came over attended lessons given in English. That was a good experience for both Dutch faculty and students. This special given lessons in English might be the start of a further internationalisation of the curriculum of our college.

The US-students got also the opportunity to do some workplacment in industry.

And the weekend was for cultural and family activities.

CONCLUSION

We have learned that one of the keywords for a succesfull operation in the field of international education is: "Commitment of faculty".

Facultymembers need to do a lot of work that was unknown to them before.

You need special people to start things like this. But I think it is worthwhile to do the job.

It has been said that as we approach the 21th century, there are three things we must be doing. Unfortunately, nobody knows what those three things are.

I know what at least one of them is: A focus on International Education.

A focus on international education is:

- * worthy of our time and effort
- * an activity that will positively affect the future
- * a contribution that colleges all over the world, with their focus on access and partnerships with business and industry, are uniquely designed to make.

***A PARADIGM SHIFT:
RECRUITING, TRAINING, AND DEVELOPING
QUALITY PART-TIME FACULTY***

By

Allysen Todd
English Department
Allegheny County Community College
Pittsburgh, PA

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

373

397

BIOGRAPHICAL SKETCH

Dr. Todd came to the Community College of Allegheny County as a part-time faculty member in 1982. She taught numerous courses at various sites, on and off-campus and then was hired full-time in 1984. Elected Department Head in 1990, Dr. Todd served four years (two terms).

398

A PARADIGM SHIFT: RECRUITING, TRAINING, AND DEVELOPING QUALITY PART-TIME FACULTY

Introduction:

Anyone who is part-time faculty or anyone who works closely with part-time faculty can quickly identify the difficulties and frustrations such a job position brings. No in-depth study is necessary to identify the problems; they are immediately observable. Inadequate pay, no health benefits, no job security, little respect, no support services, no private work space, and alienation from the very department or college for which they work are only a few. Given the increasing demand for part-time faculty and the indisputable devotion most part-time faculty have to teaching, it is ironic that as the demand for part-time faculty increases so do the problems that beset them.

This presentation offers ways of recruiting, training, and developing part-time faculty that have been implemented successfully by the English Department at Allegheny Campus of the Community College of Allegheny County, a large, multi-campus, urban institution in Pittsburgh, Pennsylvania.

Background Information:

We were relatively unaware that our handling of part-time faculty was unique until we were included in John and Suanne Roueche's latest book, Strangers in Their Own Land: Part-Time Faculty in American Community Colleges. This book and its authors will be in an upcoming PBS special, as part of its 1996-1997 Author! Author! series. In a video segment, along with five or six other colleges, we describe the important ways the English Department ensures high quality instruction from part-time faculty and integrates and develops them into our academic community.

Rationale:

At the time that these standards were first implemented, the English Department at the Allegheny Campus was dealing with an enrollment increase. Although as an academic department we had the largest full-time faculty in the college system, we became heavily dependent on part-time instructors to teach the majority of the developmental courses and the majority of courses taught at off-campus sites.

We recognized that one way to ensure high quality instruction and to ensure a continuity of standards between full-time and part-time faculty was to use the same criteria for hiring part-time faculty as for full-time and to use the same evaluation process, with only some minor modifications. We also recognized that this would facilitate the hiring of full-time instructors, should the enrollment trend continue and college budget allow, because those teaching for us part-time already would be desirable candidates for hire.

The Hiring Process:

A member of the full-time English Department faculty volunteers to be the Coordinator of the part-time faculty for usually two years. Included in the seven major responsibilities of this position is reviewing any information from applicants to see if the minimum criteria for hire is met. Once those candidates are determined, their resumes are distributed among the Part-Time Faculty Committee, comprised of full-time faculty volunteers from the English Department. The committee, in turn, votes on who should be interviewed, and interview arrangements are made by the Coordinator. An interview is conducted with at least two committee members and the applicant. Interview questions are the same as those asked during the interview for a full-time instructor, with some modification. Interviewees are also asked to grade a student paper. The committee then reviews the recommendations of the individual committee sub-groups and votes on who should be admitted to the part-time pool of eligible instructors. Those designated are sent a letter of "acceptance" and informed that if their services are needed, they will be contacted within a week prior to the beginning of a new semester when schedules for everyone are finalized. The pool of names is given to the English Department Head who determines assignment based on course and schedule availability and then forwards hiring recommendations to the Divisional Dean of Instruction.

The Portfolio Evaluation Process:

In an effort to monitor standards and to ensure fairness of evaluation among the English Department faculty, the part-time faculty are required to submit a portfolio during their first semester of actual hire. The content requirements are very similar to those for full-time faculty whose contract also requires them to submit a portfolio for evaluation. Included are the syllabi for each course the instructor is teaching, at least three writing assignments, the rationale for one writing assignment, and a statement of the individual's teaching philosophy. The portfolio is read and evaluated by at least two members of the Part-Time Faculty Committee. If the portfolio is found to be EXCELLENT or SATISFACTORY, that is recorded in the instructor's file. If the portfolio is found to be UNSATISFACTORY, the instructor receives a letter detailing suggested improvements or revisions. The significant criteria for evaluation of portfolios include, among other things, completeness and conformity with department policy, with department syllabi, and with College regulations. Also evaluated is consistency with departmental standards at the instructional level of both the writing assignment rationales and the explanation of grades for sample student papers. Each semester, all part-time instructors are invited to make additions or improvements to the portfolio on file and are asked to update that record of professional enrichment and activities.

The Ranking Procedure:

The Part-Time Faculty Committee established a system whereby all members of the part-time pool are ranked according to certain

criteria. The purpose of this is to ensure that sections staffed by part-time personnel receive the highest quality of instruction available. One of the most difficult tasks of the Department Head is to decide fairly and equitably which part-time pool members should receive teaching assignments, and which should receive more than one assignment. To remove the burden from the Department Head of having to make choices which may be perceived by some as unfair, the Part-Time Faculty Committee established a ranking of members within the part-time pool.

Each current member of the part-time pool is placed in one of three categories: HIGHLY COMPETITIVE, COMPETITIVE, AND NON-COMPETITIVE. All newly hired members of the pool are assigned to a fourth category, "new members/not ranked," and are not moved into any of the above three categories until they have taught at least one course on our campus and submitted a portfolio for evaluation. The Committee reviews the pool rankings each semester before assignments are made for the following semester. Faculty ranking may be changed by vote of the Committee if an instructor's performance changes as measured against the criteria. When placing part-time faculty in the pool divisions, the Committee considers:

- a. Quality of course outline and portfolio
- b. Adherence to College regulations and contract provisions
- c. Adherence to Developmental Review policies and practices
- d. Recommendation of Department Head after review of personnel files
- e. Recommendation of Developmental Review Coordinator.

Elements which do NOT affect the placement of persons within the pool include student complaints regarding part-time instructors when no formal complaint has been filed with the Department Chair; participation in Department and College activities (since not all part-time instructors have equal opportunity to participate); inability to accept a specific teaching assignment; and inability to accept any teaching assignment in a given semester.

The Committee believes that ranking of instructors in the part-time pool rewards instructors whose performance has been exemplary and enables the Department Head to make staffing decisions more fairly, based on a collection of performance records.

Integration into Departmental Activities:

Part-Time faculty are invited to participate in almost all academic and social functions of the English Department. They are welcomed at monthly departmental meetings, they are an integral part of departmental committees selecting departmental texts, editing departmental syllabi, and formulating and editing departmental policies. In addition, part-time faculty are given a departmental handbook, written by the English Department, which not

only explains various services available to both faculty and students but also states departmental and college-wide policies; its appendix is comprised of example syllabi, academic forms, and departmental handouts. Departmental memos are also sent to part-time faculty, so that they are kept up-to-date on departmental business.

Additionally, every semester, there is a morning-long professional development meeting which brings together part-time and full-time faculty teaching developmental courses to talk about and share concerns and ideas.

Reaction and Feedback:

There is a general atmosphere of respect and collegiality among part-time and full-time faculty, and the English Department is committed to giving opportunities for an exchange of ideas and reactions among colleagues. The administrators working closely with the process have also commended it and have supported its implementation. Because there is an evaluation of all faculty by the students each semester, there is also an opportunity for students to offer their responses. This process has been in place for several years and is working successfully.

***A PRACTICAL APPROACH TO IDENTIFY
AND SOLVE PROBLEMS:
CONTINUOUS IMPROVEMENT STRATEGIES***

By

**Michael Burgess
Dean, Engineering**

**Robert Queen
Chair, Graphic Communications**

**Andrew Rezin
Chair, Auto Technology**

**Columbus State Community College
Columbus, OH**

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

379 403

Robert L. Queen, A.A.S., B. Sc., M.A.

Mr. Queen is currently Chairperson of the Graphic Communications department. Prior responsibility has included direction and management of the Mechanical Engineering, Electromechanical Engineering, Quality Assurance Technologies and the Welding Technology programs. In addition to his program, management focus is on program development, validation, assessment, and expansion. Two new areas being pursued are Interactive Multimedia Technology and Telecommunications Engineering Technology including distance learning. Mr. Queen is President of the International Interactive Communications Society.

Prior to joining Columbus State Community College, he has held positions as Vice-President of Col-X Corporation; Manager, Engineering Quality Assurance, Dresser Industries; and a Research Scientist with Battelle Memorial Institute. Mr. Queen is a recipient of the A. F. Davis Silver Medal Award, for excellence of his paper in the field of Machine Design.

Additionally, Mr. Queen is a doctoral candidate at The Ohio State University in Vocational-Technical Education with a focus on entrepreneur leadership.

Andrew A. Rezin, B. A., M. A.

Andy Rezin has been Chairperson of Automotive Technology at Columbus State Community College since 1993 and has taught at the college since 1985. Prior to his current position he spent twenty years in management positions in industry. As a result of his extensive private sector management experience he has the dual perspectives of having been both a final consumer of the educational process as well as a direct educational provider. He has been involved in implementing continuous improvement programs in both industry and education.

Mr. Rezin is a graduate of the Crosby Quality College, has a B. A. in Marketing and Management from Kent State, an M. A. in Human Resource Development from The Ohio State University, and is currently a Ph. D. candidate in Comprehensive Vocational Education at The Ohio State University.

Michael L. Burgess, B. A., M. A., Ph. D.

Michael Burgess has been Dean of the Engineering Technologies division at Columbus State Community College since 1981. His advancing career in the field of Industrial Technology extends back to 1967. Dr. Burgess is the recipient of the Outstanding Secondary Educators of America Award and is listed in Who's Who in American Education. Dr. Burgess continues to be active in the development of innovative school programs. His most recent work deals with Strategic Environmental Assessment in Two-Year Community Colleges and Technical Institutes.

A Practical Approach to Identify and Solve Problems: Continuous Improvement Strategies

by Andrew A. Rezin, Robert L. Queen and Michael L. Burgess

The Problem

The current pressures of reduced government funding, lower enrollments, and greater scrutiny by governing boards require that we redesign our processes, our very institutions, in order to survive. "The goal, of course, is to do more with less." (Cross, 1993) In order to achieve this we must look at new approaches to managing our endeavors. This environment requires that we use all the tools at our disposal in order to respond to the challenges. We must not only commit to change the way we do business but to create a new work environment. This environment must embrace the need for constant evolution and constant improvement. This is essential if we are to meet the increasing demands of our customers and constituents. As David T. Kearns, former chairman of Xerox and former Secretary of the U.S. Dept. of Education so aptly states "Quality is an important part of the *process* of managing such institutional change." (Siegel, 1994)

All educators can relate to the relentless pressure from administration to constantly improve, remain competitive, and increase our enrollments in spite of nationwide trends of decline. Yet, with this persistent pressure to continuously improve there remains a high resistance in many institutions to implementing Total Quality Management (TQM). TQM is viewed as a cult, a 'quick fix', an industrial model to improve assembly lines. It surely has no application in academia.

Most authorities have admonished us that the first requirement for implementing TQM is top management commitment. "Management commitment is key to the success of TQM. Top management must understand, commit to, and provide long-term leadership." (LeTarte, 1994) This has restrained many institutions from even initiating an effort. Is top management commitment a prerequisite?

The champion of TQM at Columbus State (Dean of Engineering Technologies, Dr. Mike Burgess) obtained permission to have a small group of faculty and staff from his division enroll in a Quality Transformation course offered during Summer Quarter 1994. The purpose was to learn to use the tools that could be used to help us achieve our goals. This seemingly insignificant effort has yielded results far exceeding any expectations.

This initial effort of twenty people investing five hours per week over a three month period yielded the following results:

- Development of a marketing plan to promote a program with low enrollments resulting in a 200%+ increase in enrollment.
- Recommendations for revision in the student application and enrollment process dramatically reducing the number of steps required for a student to apply and be enrolled at the institution.
- Development and implementation of a student survey to evaluate course offering times to assure correlation with student needs and preferences.

In spite of the substantial results of these accomplishments they pale in comparison to the institutional impact. This effort has led to a dramatic change in the administration's position about continuous improvement:

- A Continuous Quality Improvement (CQI) seminar was scheduled with required attendance from all college management and administrators
- The goals and objectives of the new college strategic plan were required to include measurable and definable goals along with specific deadlines for completion.
- The strategic plan was published including an introductory section in which the college president made his first public commitment of the institution to a continuous quality improvement strategy.
- Two campus-wide cross-functional teams have been recruited to look at student recruitment and intake processes with a charge to complete their mission in 60 days.
- The president has committed to additional cross-functional teams to evaluate other institutional issues.

I see our experience as a ray of hope. All can agree on a desire to continuously improve. All can draw upon the proper tools and techniques that will best serve our efforts. "The issue, then, is less TQM itself than the appropriateness of the set of ideas behind it to problems we know we face." (Marchese, 1993)

Instituting Change

The prerequisites for implementing systemic change are the knowledge and skills of the change process, the tools to implement them *and* leadership to spearhead and sustain the effort. Continuous improvement cannot occur lacking the tools or the leadership. It is through this two-pronged approach that we can develop and sustain change efforts over the long haul.

Continuous Quality Improvement

Quality improvement is not an event, a program or a goal. We are admonished to "beware of programs. By definition, programs end. Performance improvement, by contrast, should never end." (Rummler & Brache, 1990) Quality improvement is a process predicated on a long-term organizational commitment to fundamental change. This change requires a high level of commitment and strong direction to stay the course. This change process is different from anything previously

attempted in traditional education. "TQM begins and ends with 'the customer.' Customers define quality." (Siegel, 1994) The process promotes process stabilization, improvement and innovation.

In order to promote stability we must recognize that organizations are basically a network of human relations. It is important for a manager to accept and understand that people are self-motivated. They have a desire to work in an organizational system that contains respect and where the value of the individual is appreciated. We must understand that organizational development is a process and not a goal. Therefore, the level of commitment to action must be firmly rooted in all employees in order to maintain constancy of purpose. Establishing commitment requires the clear communication of the goals and objectives of management to assure a common understanding of all employees. Finally, they must be able to visualize the benefits that the change processes will bring to *them* and the organization as a whole. Improvement and innovation can only occur in a 'fear free' environment (Deming, 1982) The reinforcement and assurance that taking risks is not only accepted, but expected is essential. Taking risk is critical to mobilize the masses to action.

The Essential Tools

"If organizations and their people want to change behavior, they often need training on new ways to behave.....Leaders cannot just say to their people, 'Poof, you're empowered: now act differently.'" (Siegel, 1994) Employees must be trained and given a broad selection of new tools from which to draw in order to initiate and sustain this effort.

The Deming PDCA (Plan-Do-Check-Act) cycle (Deming, 1982) is the fundamental building block upon which the change process is anchored. The PDCA cycle is often called the cycle of learning. This tool provides a systematic roadmap to follow in identifying potential areas of improvement, pilot-testing potential remedies, evaluating the effects, and institutionalizing the changes. The process is better defined as a spiral than a cycle. Its intent is to work through the process time and again to make continuous improvements. Utilizing this model, people benefit through learning continuously, sharing their learning throughout the system and thereby improving themselves and the organization as a whole. A variety of practical tools are essential to our ability to effectively carry out the PDCA cycle. "These consist of the 'old tools' of TQM (e.g., control charts, Pareto charts, fish bone diagrams, run charts, histograms, scatter diagrams, and flow charts and the 'new' tools (management policies, management plans, management programs and management practices)." (Sashkin, 1993) They are, however, just tools. As is true of any tool, they are only valuable when in the hands of a skilled practitioner and used in the right situation. These tools assist in:

- Mapping existing processes
- Identifying potential areas for improvement

- Helping to prioritize actions
- Measure results
- Evaluate successes and/or failures
- Project directions for further improvement

Customer Focus

A key obstacle to improvement is found in a lack of proper focus. The proper measure of success is in the eyes of the customer. "The cardinal rule is to identify explicitly who your customers are, know their needs systematically, and commit to serving those needs." (Marchese, 1991) In order to have maximum impact all efforts should be directed toward and measured by customer satisfaction.

Who are our 'real' customers? Patricia Cross answers this in noting that "higher education, of course, has many customers, but first and foremost is the student." (Cross, 1993) The importance in changing our perspective from an internal focus to that of viewing success through the eyes of our customers (students) cannot be overemphasized. We must direct all of our efforts to identify and satisfy these needs if we are to succeed.

The Need for Leadership

"The failure of the leader to lead is one of the chief causes of failure in TQM implementation." (Thor, 1994) Leadership is a very complex concept that has been defined from a variety of aspects. One of the most comprehensive attempts at defining leadership was produced by R.M. Stogdill. He defines it as "the process (act) of influencing the activities of an organized group in its efforts toward goal setting and goal achievement." (Bass, 1990) This definition, although brief, contains some essential fundamentals. First, leadership only occurs in groups. It is not an isolated activity. Second, there is a clear distinction between the methods of mandating action found in traditional management to that portrayed here as 'influencing' others. Finally, there is a distinct orientation towards action in a specific direction.

Change requires leadership to direct, support and sustain the endeavor. Leadership is an action. Leaders, much like any managers must possess personality traits and attributes that make others look to them for guidance. However, the biggest distinction occurs in the 'living example' that leaders demonstrate daily.

One person can make a difference. The embodiment of the leadership skills noted above in one dean, Dr. Michael Burgess, and his unrelenting commitment to CQI has acted as catalyst for institutional change. In addition to the major policy changes noted earlier cross-functional teams have become the rule rather than the exception on our campus. Whether a department is merely looking for input or working to resolve a complex institutional dilemma, teams are being utilized.

They range from single meeting focus groups to longer term teams committed to resolving major issues.

Summary:

Systemic change is needed in academia in order to survive in these turbulent times. Increased accountability and the advent of performance based funding will have dramatic impact on our future. The implementation of continuous improvement strategies and the leadership to promote and exemplify them daily are the fundamental tools that will separate the winners from the losers. The implementation plan, as every other action in TQM, can best be implemented by following these four simple steps:

- Plan: Gain a commitment to enact continuous improvement and train the interested parties in the tools and techniques of TQM.
- Do: Use the tools to identify a problem and determine a course of action. Small scale implementation is recommended as a start.
- Check: Evaluate the results of course of action.
- Act: If the results meet the intended result integrate them as a permanent part of the organization. If not, return to the planning stage and re-evaluate what went wrong.

The potential positive impact on the entire organization is astonishing. We have seen this wave of change engulf the business community over the past twenty years. We are currently experiencing the dramatic positive impact that can occur in our academic institution. "TQM... CQI... whatever the preferred spelling, our future depends on initiating and using change to improve our environments." (Porter, 1995)

References:

- Bass, B. M. (1990). Stogdill's handbook of leadership. New York: The Free Press.
- Cross, P. (1993). "Involving Faculty in TQM". *AACC Journal*. Feb/Mar. 1993. p.17.
- Deming, W.E. (1982). Out of the crisis. Cambridge, Mass. M.I.T. Center for Advanced Engineering Study.
- LeTarte, C.E. & Schwinn, C.J. (1994). "TQM Principles and Practices" *Community College Journal of Research and Practice*, vol. 18, p. 373.
- Marchese, T. (1993). "TQM: A Time for Ideas" *Change*. vol.25, no.3., May/June. p.11.
- Marchese, T. (1993). "TQM Reaches the Academy." *AAHE Bulletin*, v.44,no.3. pp.3-9.
- Porter, G.B. (1995). "Making it Better" *College and University*. v.20, no.2., p.51.
- Rummler, G.A. & Brache, A.P. (1990). Improving performance: how to manage the white space on the organizational chart. San Francisco: Jossey-Bass Inc.
- Sashkin, M. & Kiser, K.J. (1993). Putting total quality to work. San Francisco: Berrett-Koehler.
- Siegel, P. & Byrne, S. (1994). Using quality to redesign school systems. San Francisco: Jossey-Bass Inc.
- Thor, L.M. (1994). "The Human Side of TQM" *Community College Journal of Research and Practice*, vol. 18, p. 363.

BEST COPY AVAILABLE

***A PROCESS FOR DETERMINING
WHAT BUSINESS AND INDUSTRY WANT AND NEED
FROM OUR GRADUATES***

By

**Michael Burgess
Dean, Engineering**

**Robert Queen
Chair, Graphic Communications**

**Andrew Rezin
Chair, Auto Technology**

**Columbus State Community College
Columbus, OH**

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

387

410

Robert L. Queen, A.A.S., B. Sc., M.A.

Mr. Queen is currently Chairperson of the Graphic Communications department. Prior responsibility has included direction and management of the Mechanical Engineering, Electromechanical Engineering, Quality Assurance Technologies and the Welding Technology programs. In addition to his program, management focus is on program development, validation, assessment, and expansion. Two new areas being pursued are Interactive Multimedia Technology and Telecommunications Engineering Technology including distance learning. Mr. Queen is President of the International Interactive Communications Society.

Prior to joining Columbus State Community College, he has held positions as Vice-President of Col-X Corporation; Manager, Engineering Quality Assurance, Dresser Industries; and a Research Scientist with Battelle Memorial Institute. Mr. Queen is a recipient of the A. F. Davis Silver Medal Award, for excellence of his paper in the field of Machine Design.

Additionally, Mr. Queen is a doctoral candidate at The Ohio State University in Vocational-Technical Education with a focus on entrepreneur leadership.

Andrew A. Rezin, B. A., M. A.

Andy Rezin has been Chairperson of Automotive Technology at Columbus State Community College since 1993 and has taught at the college since 1985. Prior to his current position he spent twenty years in management positions in industry. As a result of his extensive private sector management experience he has the dual perspectives of having been both a final consumer of the educational process as well as a direct educational provider. He has been involved in implementing continuous improvement programs in both industry and education.

Mr. Rezin is a graduate of the Crosby Quality College, has a B. A. in Marketing and Management from Kent State, an M. A. in Human Resource Development from The Ohio State University, and is currently a Ph. D. candidate in Comprehensive Vocational Education at The Ohio State University.

Michael L. Burgess, B. A., M. A., Ph. D.

Michael Burgess has been Dean of the Engineering Technologies division at Columbus State Community College since 1981. His advancing career in the field of Industrial Technology extends back to 1967. Dr. Burgess is the recipient of the Outstanding Secondary Educators of America Award and is listed in Who's Who in American Education. Dr. Burgess continues to be active in the development of innovative school programs. His most recent work deals with Strategic Environmental Assessment in Two-Year Community Colleges and Technical Institutes.

A Process for Determining What Business and Industry Want and Need From Our Graduates

Robert L. Queen, Andrew A. Rezin, and Michael L. Burgess

The goal of two-year technical programs is to prepare our students for viable careers in industry. Are we sure that we are adequately providing the knowledge and skills that are important today? How do we know? How can we be sure? These and other questions about related facilities and supporting equipment needs can only be answered by implementing a comprehensive validation of our programs.

At Columbus State Community College, a process and model was developed and implemented to assure that technical programs and individual course outcomes were meeting the needs of the industries being served. The process led the authors to conclude that program validation is a continual process, requires commitment, must include those persons responsible for the program and those affected by the program.

A technology program is considered validated when the student outcomes or competencies for the program and each course match the needs of the industry. This includes all general education, basic related, and technical related courses.

The authors believe that the program validation process must be connected to an operating unit's mission and definition for quality. Quality is meeting stated customer requirements. When we meet with the customer and establish the requirements in a measurable way, we have the criteria. As we work towards excellence through a never-ending improvement of our processes and systems, the word customer describes who our work goes to. The industry is the customer and output for our work.

Quality occurs when student outcomes meet the highest standards of the industries which the program supports. The two primary components that shape our quality efforts are the industries that our programs support and our student body. These components require that our curriculum and student outcomes reflect the demands of the industries and that the instructional delivery meets the needs of our students.

Student outcomes include competencies, technical skills and comprehension of fundamental relationships that pertain to the technology as well as the ability to communicate these relationship effectively. Several conditions enhance the attainment of student outcomes. These include faculty members' expertise and instructional delivery, preparation,

classroom and laboratory facilities, student access to all relevant resources such as lab equipment and faculty time, prompt and thorough feedback on assigned work throughout the course, and a course structured with appropriate measures of assessment to simulate the environment for which the course is preparing students to work.

As an on-going venture, a review of program validation efforts are continually made to quantify the highest standards of the industry supported by our program. These industry standards become the targets for our student outcomes.

Initial work on the program validation development originated from a request from one of the largest companies in Ohio, Honda of America. Honda requested that Columbus State Community College provide two new technology programs (Quality Assurance and Electromechanical Engineering Technology programs) to Honda employees on site at their Marysville and Anna, Ohio plants. The process used to develop the Honda programs and to validate existing programs is presented. The Graphic Communications and Automotive Technology programs are highlighted.

The process includes an industry assessment of the program and course outcomes or competencies using a questionnaire survey instrument, advisory committee review and personal contact. In addition, two DACUMs (Designing A Curriculum) were used to identify specific job skills and tasks appropriate for the program outcomes.

Using the outcomes based format, the representative industry was requested to complete a survey packet consisting of the program outcomes sheet, thirty-five individual course outcome sheets (including general, basic, and technical), and two questionnaire instruments about the company's job needs, equipment used, and anticipated future hiring practices. These components were bound into a single document for distribution to thirty companies representing the printing and publishing industry being served by the technology program. The reviewers simply checked *agree*, *modify*, or *delete* the outcome. Comments were requested if the *modify* column was checked. A six-quarter plan of study was also provided in the packet.

All surveys distributed for review were returned. Selected companies were visited by the faculty to obtain clarification on comments received. Companies were randomly selected from the membership of the following professional organizations:

- Printing Industry of Central Ohio
- In-Plant Printing Management Association
- Columbus Club of Printing House Craftsman

Advertising Federation of Columbus

The two DACUM panels were facilitated by The Ohio State University Center on Education and Training for Employment. Each panel consisted of eight industry experts. Separate competency profiles were identified for a Graphic Communications Technician and a Computer Graphics Specialist.

Two questionnaire instruments were also used, one at the beginning of the packet and the second as a summary following the individual outcome sheets. Questions were asked to obtain information regarding business demographics and also satisfaction with the program being offered. The respondents strongly agreed that:

1. The Graphic Communications Technology program properly prepares individuals for viable careers.
2. The course outcomes lead to the achievement of the overall student outcomes as listed in the college bulletin.
3. The math levels are sufficient to meet the needs of the industry.
4. The communication skill levels are sufficient to meet the needs of the industry.
5. Sixty-four percent of the respondents confirmed that computer utilization skill levels are sufficient. Sixteen percent disagreed. This disagreement was over software selected for individual courses and has since been modified to match industry standards.
6. The survey respondents confirmed that the student outcomes were appropriate and consistent with the industry needs. Suggestions for modification of the student outcomes included placing more emphasis on the digital part of the business.
7. The Advisory Committee agreed with the validation process and reviewed the data collected. The committee supported that the Graphic Communications Technology program is fulfilling its mission.

Since the outcomes for the Graphic Communications Technology program match the needs of the industry being served, the curriculum is considered validated. The validation process provided an accurate listing of job titles for graduates of the program.

The technical program validation and development process proved viable to confirm and identify areas for improvement to assure that the curriculum produces graduates capable of meeting the needs of industry. The process confirmed that the Engineering Technology programs were in compliance with the needs of the local industry. Collectively, the industry survey, DACUM profile, and advisory committee review provided the important inputs for validation of the program and identification of areas for improvement.

Results of the validation:

- Confirmed that the curriculum currently in place conformed to regional industry needs.
- Placed the overall program and each course within the program into an outcomes based format.
- Created an improved collegial atmosphere and working environment between faculty and administrators.
- Improved teamwork and morale among the instructional staff since they became an integral part of the validation process.
- Increased visibility and credibility for the program within the industry.
- Identified key companies and individuals who could function as recruiters and promoters for the technology program.
- Established a process where the program could be continually reviewed for identification of areas of improvement and upgrade.

It was decided that the program validation process should be revisited every three years to maintain currency with the latest technology. Ideally, we want to be on the cutting or leading edge of the discipline.

In December 1992, the Ohio Board of Regents issued a report titled "Securing the Future of Higher Education in Ohio." The report articulated the recommendations for a statewide Managing for the Future Task Force to maintain program quality while increasing access to higher education. Nine service expectations were endorsed in July, 1993 to provide a framework for evaluating the effectiveness of Ohio's two-year campuses.

The program validation process described provides a measure of performance for three of the nine service expectations with regards to technical programming. The three service expectations are:

1. To provide a range of career/technical programming preparing individuals for employment in a specific career at the technical or paraprofessional level;
2. To establish partnerships with industry, business, government, and labor for the retraining of the work force and the economic development of the community, and
3. To establish a high level of community involvement in the decision-making process in such critical areas as course delivery and range of services provided.

The program validation process directly involved the industry who would hire our graduates. The industry identified the specific working skills needed for employability of our graduates. The survey instrument served as a mechanism to enhance program awareness in the community.

Program needs were quickly recognized by the industry. As a result the number of student scholarships were increased; a statewide education and recruitment committee was established; increased training for faculty

was further enhanced through a "Educate the Educators" annual scholarship; and the industry provided assistance in the form of donated equipment and opened their doors for student tours and faculty sabbaticals.

As educators, we have spent our lifetimes developing expertise to share our knowledge with students. We assume that we know what outcomes the industry expects of program graduates. Only by undertaking an improvement process like program validation can we assure ourselves and the community at large that a quality educational curriculum is being delivered. Program validation answers the question of accountability.

***RECRUITMENT COMBINED WITH RETENTION
STRATEGIES RESULTS IN INSTITUTIONAL
EFFECTIVENESS AND STUDENT SATISFACTION***

By

Curtis Youngman
Marketing
Salt Lake Community College
Salt Lake City, UT

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

395

VITA ON CURTIS W. YOUNGMAN

EDUCATION

- AAS - WEBER STATE UNIVERSITY (Ogden, Ut), Distributive Education
- BS - UTAH STATE UNIVERSITY (Logan, Ut),
Composite major in Marketing and Education
- MS - UTAH STATE UNIVERSITY (Logan, Ut), Business Education-
Marketing

TEACHING

- 1978- present Salt Lake Community College, Professor,
Delta Epsilon Chi (DEX) Advisor, Coop-Ed Coordinator
- 1974-77 Weber State College, Instructor, DEX Advisor, Coop-Ed

RECOGNITIONS

- 1995 Outstanding Utah Vocational Educator - UVA
Outstanding Utah Marketing Education Educator - UAME
- 1994 Outstanding Utah Service Award - UVA
- 1993 Teaching Excellence Award - SLCC FOUNDATION
- 1985 Utah-Award of Citation - UVA
- 1984 Outstanding SLCC Teacher - School of Business
- 1982 Teaching Excellence Award - Utah State Board of Regents
- 1977 DECA Hall of Fame

PROFESSIONAL ORGANIZATION POSITIONS

- 1994 AVA/Region 5 - Awards & Recognition Committee
- 1992 AVA/Region 5 - Steering Committee Secretary
Utah Vocational Association, President
- 1988-91 AVA/ME Policy Planning Committee, Post Secondary
Representative
- 1989-90 SLCC Faculty Association President
- 1985-86 UAME President
- 1984-85 UVA-Public Relations Chairperson
- 1983-84 Utah Muscular Dystrophy Executive Board, President
- 1979-85 UAME Treasure
- 1974-75 Delta Phi Epsilon Historian

PRESENTATIONS (a condensed version)

- "Empowering Teams in the Classroom" 18th Annual Utah Community
College Conference, 1994,
- Customer Service Training, Standard Optical, 1990, 1994
- Sales/Service Training, Black Diamond, 1993,
- "Badges, T-Shirts and Arm Bands", AVA Convention, 1991
- "Listening Between the Lines", Student Services at Salt Lake
Community College, 1991
- "Swimming with the Big Fish and Making It", Summer Apparel Trade
Show, 1990

RECRUITMENT COMBINED WITH RETENTION STRATEGIES- RESULTS IN INSTITUTIONAL EFFECTIVENESS AND STUDENT SATISFACTION

INTRODUCTION

The concept of Customer Value consists of product quality, service quality and a price based on those elements. The concept of Customer Value is closely linked to Customer Satisfaction. If the customer's expectations of product quality, service quality, and price are exceeded, a firm will achieve high levels of customer satisfaction and will create "customer delight." If the customer's expectations are not met, customer dissatisfaction will result. And the lower the satisfaction level, the more likely the customer is to stop buying from the firm.

A new educational paradigm is focused on the role of the student customer and the restructuring of the organization (marketing activities) that serve the student. This restructuring includes **service system** (all of the physical and procedural apparatus and methods that the service people/employees have at their disposal), the **service strategy** (distinctive formulas for delivering service) and the **service people** or employees. This new paradigm stresses what's best for the student (rather than individual and competing agenda) using a team approach and ties all initiatives to the college's (departments) vision and strategic plan for institutional effectiveness.

Focusing on the concept of the Value of the Customer (our students) and attempting to implement this educational paradigm in our Marketing Department we developed a Marketing Plan (Winter '94) to focus specifically on a Retention/Recruitment program to strengthen our relationship with our current and prospective students-the customer, enhance the student success and provide tools to allow our institution to become more effective in its role.

TARGET MARKETS

Target market segmentation is the process of dividing the total market into relatively homogeneous groups. The SLCC Marketing Department identified its specific target segments for this program, and the faculty committed to focus the marketing plan (retention/recruitment) on the segments listed below.

Primary Target

- SLCC Marketing Majors
 - Newly Declared Marketing Majors
 - Current/Past Marketing Majors
- High School Student and Administrators
- Concurrent Enrollment Marketing Students

Secondary Target

- SLCC Students
 - Business Majors
 - General Studies Majors
- High School Students
 - Those Participating in Marketing Oriented Competitive Events

Education Administrators
Applied Technology Education (ATE) Directors State & District
High School Principals
Businesses

Numerous studies have shown that high levels of customer satisfaction and high rates of customer retention are strongly related to one another and to corporate profitability. These studies also find that it costs about five times as much time, money and resources to obtain a new customer (student) as it does to retain an existing customer. This presentation will focus on the Marketing activities implemented at Salt Lake Community College (Marketing Department) to improve the institutional effectiveness and student success in the focus area of retention/recruitment.

MARKETING ACTIVITIES

We implemented several activities to let our students know that we care about them, and recognize them as our CUSTOMER - on campus. The Marketing Department focused on their unique & specific needs as individuals, as well as students. Listed below are those activities for both the primary and secondary target segments.

Primary

New Declared Marketing Majors

- Letter
- Survey
- Phone call
- Personal interview
- Letter the following quarter
- Birthday letter

Current/Past Marketing Majors with 65 plus credit hours

- Letter
- Phone call
- Personal interview
- Letter the following quarter
- Birthday letter

High School Students

- Letter to Concurrent Enrollment students
- Letter to students that competed at our SLCC DECA Competitive event and those indicated that they had an interest in Business Related college majors
- Letter to Student winners at the SLCC DECA event
- Letter to State and National DECA winners,

High School Administrators

A copy of the last two letters listed in High School Student section, are also forwarded to the State & District Applied Technology Education (ATE) Directors and Principals

Secondary

Current Students at SLCC

Birthday letters mailed to all students (not just Marketing Majors) that are enrolled in classes each quarter

General Studies Majors

Letter suggesting they enroll in a Marketing class as a Vocational component of their program requirements

Business Majors

Letter informing them of specific Marketing classes that are being taught the next quarter, at the campus site they are currently attending

Businesses

Letters to inform employers that their employees (our students) have successfully completed the Customer Service Course
Letters informing them that Marketing classes (Sales & Customer Service) are being taught at a campus near their business sites

RESULTS OF MARKETING PLAN

Winter Quarter 1994 was the first quarter this recruitment/retention program was implemented. These results will provide data from Spring 1994 to Fall 1995. We are excited to share these results. And we will present 3 years prior to Winter Quarter 1994 to give you an example of the trend we were experiencing prior to the initiation of the marketing plan.

Years	SUMMER	FALL	WINTER	SPRING
1990-91	15.6	52.7	64.9	46.8
1991-92	21.6	62.3	57.1	40.8
1992-93	19.6	73.1	57.1	45.5
1993-94	15.7	65.1	48.3	60.7
1994-95	20.0	72.5	65.6	68.4

The Marketing Department at Salt Lake Community College has incorporated the emerging business ideas of Customer Service , and specifically focusing on the "PERSONAL TOUCH" strategy to create institutional effectiveness and student satisfaction. These ideas have proven to be very successful at the local level and should be adaptable at the national level.

BIBLIOGRAPHY

Bayley, Conrad and Dr. Anna Solleym, "Curriculum Complexities: The Chairs' and Deans' Agenda", Presented at the National Community College Chair Academy (NCCCA), Phoenix, Arizona, (1995)

Boone, Louis E., and David L. Kurtz, Contemporary Marketing Plus, 8th Edition, Dryden Press, (1995)

Naumann, Earl and Kathleen Giel, Customer Satisfaction Measurement and Management, Thomson Executive Press, (1995)

ROCKY CHAIRLAND:
EDUCATING A CHANGING HEALTH CARE
WORKFORCE

By

Charlene Connolly
Chair, Health
Northern Virginia Community College
Annandale, VA

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

401

Biographical Information

Dr. Charlene Connolly
Division Chair, Health Technologies
Northern Virginia Community College
Annandale, Virginia

Dr. Charlene Connolly serves in the capacity of Division Chair, Health Technologies at Northern Virginia Community College (NVCC), Annandale, Virginia. The division is seen as a critical partner of the region—each year's graduating class provides service to over 500,000 individuals annually. Dr. Connolly provides leadership for forty full-time faculty, over 200 adjunct faculty and clinical instructors and program staff.

Dr. Connolly's grasp of the changing focus of health care from acute care to community-based care and the need for cross-training has made NVCC's Health Technologies Division an educational leader in providing education for the nurses and allied health professionals of tomorrow. Dr. Connolly has received over \$1,500,000 in grant funding this past year to support community service learning in community-based health care settings, recruitment and retention efforts through Health Careers Opportunities Program (HCOP) and Nursing Education Opportunities Program (NEOP) and Tech Prep/School-to-Work.

Dr. Connolly has been recognized for her leadership by the National Community College Chair Academy and has received a 1994-95 "Outstanding Community & Technical College Chair" award. This award is given each year to only six people in the United States and Canada. Dr. Connolly is an alumnus of the Virginia Identification Program for the Advancement of Women in Higher Education. Dr. Connolly is on the Board of the Virginia Association of Allied Health Professionals, serves on the statewide Area Health Education Task Force on Allied Health and on the Northeast Area Health Education Advisory Board.

Prior to joining NVCC in 1991, Dr. Connolly was the Director of Health Education at Kaiser Permanente in Southern California. In this role, Dr. Connolly was responsible for the health education needs of over 2.5 million members. Dr. Connolly began her professional career as a public health nurse in New York. She taught Nursing at community colleges for over 15 years.

Dr. Connolly earned a Bachelor of Science in Nursing from Hunter College, a Master of Arts in Parent-Child Nursing/Education from New York University and a Doctorate in Educational Leadership from St. John's University.

Dr. Connolly thinks of herself as a visionary leader who recognizes the value of individual faculty and staff. She mentors several faculty and staff within the Division of Health Technologies. Both mentoring partners are strengthened from the experience.

**"Rocky Chairland: Educating a Changing Health Care Workforce
through Service Learning Initiatives"**

As the paradigm shift in health care delivery occurs from the acute care setting to more cost effective, managed care alternatives, the emphasis on community-based services and health promotion and disease prevention become paramount. Projections indicate that by the year 2000 approximately only 30% of health care will be provided in acute care settings. Health care policy changes which affect health practitioners are occurring in relation to the alternative settings in which health care will be delivered, as well as in providing access to health care services for the underserved. Educating a health care workforce that is responsive to these changes towards community-based care and sensitive to the needs of the medically underserved is a challenge for higher education.

The Division of Health Technologies, Northern Virginia Community College (NVCC) has recognized the need to be proactive in redefining the role of nursing and allied health practitioners at the associate degree level and transforming curricula to meet the changing demands of health care.

In 1994, an assessment of NVCC nursing and allied health students' attitudes towards providing community-based health services indicated a trend across all disciplines: **While students generally identified the importance of providing community-based services, the majority of students attached a high value only to those roles associated with acute care.** This was a disturbing finding; the need to enhance nursing and allied health students' commitment to community and public service became critically evident to us.

In response to these challenges, the Division of Health Technologies, in partnership with local community agencies such as the American Lung Association of Northern Virginia, Fairfax County Public Health Department, Reston Interfaith and the Area Office on Aging and other institutions of higher education, was successful in receiving grant funding from the Corporation for National Service, Learn and Serve America: Higher Education. This funding supports the implementation of a community-based clinical practice, a **Mobile Nurse-Managed Health Center Program (MNMHC).**

The purpose of the **MNMHC** is to develop a demonstration model of community-based clinical practice incorporating service-learning as a structured part of nursing and allied health curricula. As an outreach effort focusing on community, cultural, physical and social needs, NVCC nursing and allied health students provide free primary health care services to special populations in the northern Virginia area. The community sites selected for service were specifically identified by local county health departments.

The objectives and outcomes of the **MNMHC** address three components:

COMMUNITY IMPACT:

Objectives-(1) Provide weekly primary care services to underserved populations in alternative care, community-based settings (2) Provide 5,000 language-appropriate health education resources.

Outcomes-(1) Develop self care skills and attitudes, (2) Utilize appropriate community services to meet health care needs and (3) Assume primary responsibility for health care decisions.

PARTICIPANT IMPACT:

Objectives-(1) Engage 150 nursing and allied health students in direct provision of primary care services with the goal of increasing awareness of the value of community-based health care, (2) Increase the social and civic commitment of 150 nursing and allied health students, (3) Improve leadership aptitudes of 150 nursing and allied health students related to problem-solving and case-management, (4) Increase the participation of 150 nursing and allied health students in interdisciplinary team-management (5) Increase the choice of student participants for a community-based health career, (6) Increase the knowledge of health education and behavior change theory for students and faculty.

Outcomes-(1) Develop an appreciation for community service, (2) Explore community based careers, (3) Provide competent health care services to diverse populations and (4) Strengthen collaborative relationships.

INSTITUTIONAL IMPACT:

Objectives-(1) Develop new community-based nursing and allied health curricula, (2) Develop stronger partnerships with community organizations supporting the **MNMHC**, (3) Utilize the success of this demonstration project for the long-term goal of sustaining the **MNMHC**.

Outcomes-(1) Develop community-based curricula, (2) Strengthen partnerships to sustain the **MNMHC** and (3) Increase NVCC's recognition of service-learning.

The blending of academic study and community service is an integral aspect of the **MNMHC**. Structured service-learning experiences serve as a basis for weekly community-based clinical rotations which meet the following objectives: (1) identify individual risk-factors, (2) promote positive health habits, (3) motivate individuals to set healthier life style goals, (4) provide primary care services and (5) initiate appropriate referrals and follow-up.

The **MNMHC** is staffed by a nurse practitioner, public health nurse and a van coordinator. Each time the **Mobile Nurse Managed Health Center** is operational, a core of five nursing students and five allied health students representing the disciplines of Dental Hygiene, Emergency Medical Services, Medical Laboratory Technology, Radiography, Respiratory Therapy, Medical Office Management and Physical Therapist Assisting as appropriate, are assigned to the unit. A nursing faculty from the community college will be assigned direct clinical instruction for this practicum. Nursing faculty will have full authority and responsibility for student learning and safety while they are assigned to the **MNMHC**.

Each student participates in 64 hours of service-learning during a four-week community-based practicum. Health care services are offered four days per week at more than ten different community-based sites. Health assessment, screenings, client education and chronic disease monitoring are the major services provided. Clients are given access to primary and preventive health care services on a weekly basis, allowing for return visits. Clients are provided with referral and action plans to better understand how to become more self-sufficient in obtaining health care resources for themselves and their families.

A major component of this experience is the emphasis on the students' social responsibility and commitment to community-based service. The structured service-learning experiences include exposure to specific populations. Students are given the opportunities to assess, teach, monitor, interview, make referrals and write client action plans. Students participating in service-learning activities not only provide direct community service, but also learn about the context in which the service is provided, and understand the connection between the service and their academic course work. Students are assigned special responsibilities related to client care and health problems that include: Assessment of the problem, analysis of the problem, developing goals and objectives to respond to the problem, responding to the problem and finally evaluating the results from actions taken.

Faculty supervise all aspects of the students' service experience. They hold pre- and post-conferences daily to facilitate students' reflection on the experiences as a whole and on individual client problems. These reflections are shared among all students in the group and enable them to collectively use critical thinking skills to resolve immediate threats to an individual's or the community's health and welfare. Students write a paper on the service experience according to structured guidelines.

Capacity building activities are included which focus on educating both students and faculty in health education techniques and theories associated with behavior change such as those dealing with self-efficacy. Specific strategies are implemented to assist the students to effect positive behavior change in their clients. Additionally, students are inserviced by the **MNMHC** public health nurse in regard to case management, coordination of care, referrals to community resources, home care services and the concepts of managed care. These aspects of training have been incorporated into the curriculum, identified by specific competencies and objectives. Additional video and computer resources related to community-based care and health promotion and education are available for students' use.

Students become familiar with the concepts of language-appropriate health information and education resources. Students utilize their knowledge of cultural orientations of individuals when planning care for clients representing diverse population groups.

As an identified clinical practicum, the value of the **MNMHC** community-based experience becomes heightened. Students identify with the positive aspects of providing care to underserved populations and recognize the

paradigm shift in the provision of health care services to the community setting.

The following "**EXHIBITS**" have been included to demonstrate the curricular changes that have taken place as a result of incorporating service learning experiences through the implementation of the **Mobile Nurse Managed Health Center**.

EXHIBIT I: The following chart illustrates the difference between the current Nursing Program Curriculum and the proposed Nursing Service Learning Curriculum:

Current Nursing Curriculum	Nursing Service-Learning Curriculum
1.Faculty designed clinical practicums	1.Student designed clinical practicum
2.Community Service activities are voluntary with no follow-up	2.Community service activities are a structured part of the Reflective Educational Curriculum framework
3.Clinical rotations include community based service, but are only observational.	3.Formalized weekly interactive clinical rotations occur as part of the MNMHC delivery of primary care
4.Clinical practicums are hospital controlled.	4.Clinical practicums are client/ population controlled
5.Focus is on leadership and management in the hospital setting.	5.Focus is on identification of unmet needs in the community and ways as change agents to positively influence meeting those needs.
6.Students focus on costs and quality	6.Students focus on accessing quality care for clients.
7.Nursing practice based on Modified Primary Functional Care Delivery Model.	7.Nursing practice based on Interdisciplinary Team Delivery Model.
8.Students focus on individual clients and their community, cultural and social needs and how they affect the patient.	8.Students focus on the client's community, cultural and social needs and relate unmet needs as causative agents to the disease processes.
9.Students focus on the acute or episodic aspects of illness.	9.Students focus on assessment and health promotion and disease prevention.

EXHIBIT II: The two following Clinical Practicum Objective Forms illustrate the difference between current Nursing Curriculum and the Nursing Service-Learning Curriculum of a clinical practicum of a Senior Center Community Experience:

Current Nursing Curriculum (Under Revision)

SENIOR CENTER COMMUNITY EXPERIENCE

Outcome: The nursing student will initiate, work thorough and terminate a therapeutic relationship with clients; will apply effective communication skills in interpersonal relationships with the health teams.

Objectives:

1. Observe and collect data for nursing care plan.
2. Listen attentively to clients and health team members.
3. Use self to promote nurse-patient relationships.
4. Be aware of non-verbal behavior.
5. Assist R.N. mentor in promoting physical and psycho-social health of clients.
6. Follow directions.
7. Write a summary of each day's activities and of the total experience.

Proposed Nursing Service Learning Curriculum

SENIOR CENTER COMMUNITY EXPERIENCE

Outcome: Focusing on providing service which responds to unmet community needs, the nursing student will identify the causative agents related to the disease processes of senior clients, design plans for client care and health education, implement those plans of care and identify the value to the student of serving in the role of a change agent to improve community services.

Objectives:

1. Research nursing and psycho-social literature related to the elderly population.
2. Identify current community resources available to the elderly population.
3. Develop a community-based care plan which focuses on the service learning experience.
4. Develop an action plan which focuses on creating change as a result of community service.
5. Identify both the short and long term client desired outcomes.
6. Identify the health promotion and/or disease prevention services that could have prevented the disease processes in your client.
7. Identify ways in which the services you provided during this experience could become a permanent aspect of community service.
8. Identify ways in which this community service learning experience has demonstrated value in providing health care alternative settings.

***SEASONED CHAIRS AND DEANS
CAN LEARN NEW TRICKS***

By

**Gerry Welch
Coordinator, Strategic Planning
St Louis Community College
St Louis, MO**

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

409

430

Gerry Welch
Coordinator, Strategic Planning
St. Louis Community College
College Center
300 South Broadway
St. Louis, Missouri 63102
Phone: 314-539-5280
Fax: 314-539-5170

Gerry Welch has been associated with St. Louis Community college since 1975. She received both bachelor and master's degrees in economics and has taken additional graduate work in both economics and education.

Gerry Welch holds the rank of associate professor of economics and has been a full-time faculty member in the Department of Business/Economics on the Meramec campus of St. Louis Community College. She served as chair of this department from the early 1980s until August 1994 when she accepted a one-year position as administrative intern to the vice chancellor for education. Gerry also was acting associate dean of instruction for curriculum development at Meramec from 1992-1993. She is currently the coordinator of the strategic planning process for the district.

Gerry Welch is a graduate of the National Community College Chair Academy Institute for Academic Leadership. She was a member of the second year class and completed this yearlong program in June 1994.

In addition to her teaching and administrative experiences, Gerry is the co-author (with Patrick J. Welch) of *Economics: Theory & Practice*, a one-semester introduction to economics textbook that has been published this year in its fifth edition by Dryden/Harcourt, Brace, Jovanovich.

"SEASONED CHAIRS AND DEANS CAN LEARN NEW TRICKS"

or

"CHAIR AND DEAN RENEWAL"

"Fetch." "Roll over." "Beg." "Play dead." "Please pat me on the head." These expressions are typically identified with canine friends. But, if you associate these with your job as department chair or dean, read on.

The demands of the job of an academic chair are varied, numerous, and often frustrating and unrewarding. As a consequence, chairs tend to experience significant "burnout". Long term chairs--5-20 plus years--usually work through a period of trying to decide whether to resign or attempt renewal. Since the continuity and commitment of a long-term chair can be a valuable asset for an institution, encouraging renewal is a worthy staff development investment for a college. The following article provides some reasons for burnout and some steps that can be taken for renewal.

Chair Responsibilities

Department chair renewal begins by examining the three roles that a chair plays: academic, manager, and leader. Community colleges expect chairs to perform in each of these roles, and each role places different demands on chairs, taps unique talents, and uses distinct skills. In short, the typical department chair wears three very different hats.

Academic Role

Most chairpersons are fundamentally academics. Having earned a graduate degree in a field, the typical chair enters an institution as a faculty member, becomes a chair, and continues to teach several courses while serving as chair. Classroom creativity, interest in a discipline, and perhaps some research or writing were likely motivators in the decision to seek a teaching career.

Chairpersons are expected to expand their academic interests by serving as role models for faculty in a department. Keeping abreast of developments in the discipline they represent, and encouraging new teaching methodologies and innovations to improve learning are also typical chair responsibilities.

Managerial Role

The functions of the chair as manager are different from those of the academic. They tend to be numerous, require a task orientation, and provide little opportunity for independence and creativity. As a manager, a chair

schedules and staffs classes, hires and supervises faculty and staff, links the department to other areas of the college, fills out endless forms, deals with student needs, creates and maintains budgets, and, in general, ensures that the department complies with institutional procedures.

Chairs may find that this role consumes their time and energy. Urgency governs the response to multiple requests from internal and external constituents. Furthermore, chairs who sought an academic faculty position may not have the training to successfully function in this role.

Leadership Role

As a leader, a chair is expected to keep department morale high, motivate faculty to perform, have a vision for the future, and move the department forward in responding to institutional mandates and external challenges.

This extremely important role affects the future of individual faculty and the department. If a career area changes and courses are no longer relevant, or the department does not meet new needs of the community and students, or is inflexible in its view of the future, faculty members could face serious employment consequences.

The danger in the chair position is that the plethora and urgency of managerial tasks leaves little time to address the functions of the other two roles. Over time, the academic and leadership roles can take second place or, in some cases, may be completely ignored. Chair burnout may result from frustration associated with an inability to adequately address the functions of an academic and a leader. A chair may be discouraged by a lack of time to keep up in a field, experiment with new classroom methodologies, or institute a process of department planning. The inner self of the department chair may be buried in paperwork.

Chair Renewal

Chair renewal can be regarded as a three-step process. First, a chair should invest time in a serious, reflective reexamination of self--not a time management study to improve efficiency in the accomplishment of tasks, but an evaluation of fundamental values and principles. Second, there should be an examination of the commitment to chairs at the institution. Are chairs receiving the institutional support and encouragement necessary to carryout their responsibilities? Third, a chair should take time to make serious decisions about actions that could result in a more satisfying work experience.

Reflective Self-examination

The process of renewal begins with reflective thinking on the part of the chair about the job and whether it is professionally and personally fulfilling. There

are several ways to accomplish this.

A commitment to work through Stephen Covey's thoughtful and inspirational 1994 book, *First Things First*,¹ is an easy way to engage in reflective thinking. Covey's book begins with a focus on the distinction between the inner compass of values and principles and the clock of tasks and urgencies that direct people's lives. The trap of following the clock and neglecting the compass can cause frustration and even lead to an "Urgency Addition."

Covey provides methods to "keep the main thing the main thing". A simple four quadrant chart, reprinted below, is just one example of the tools provided to help the reader think about choices regarding how time is spent.²

I Urgent Important *Crises *Pressing problems *Deadline-driven projects, meetings, preparations	II Not Urgent Important *Preparation *Prevention *Values clarification *Planning *Relationship building *True re-creation *Empowerment
III Urgent Not Important *Interruptions, some phone calls *Some mail, report *Some meetings *Many proximate, pressing matters *Many popular activities	IV Not Urgent Not Important *Trivia, busywork *Junk mail *Some phone calls *Time wasters *"Escape" activities

Another powerful tool for reexamination and reflective thinking is journaling. Journaling is a useful strategy for examining a person's professional and personal values, roles, attitudes, and beliefs. A commitment to write engages one in reflective thinking and self-dialogue.

A journal provides a record of how time is spent and a sense of cycles, patterns, relationships, health, and emotions. A journal should be personal,

entries written weekly or more often, and little attention devoted to composition "rules". Several excellent publications on the journaling process are available.³

Finally, another useful reexamination tool is the Myer-Briggs personality inventory. If you have not taken this inventory, it can provide useful insights and understanding of personal behavior styles.

Institutional Commitment

A second step in the renewal process is to evaluate the institutional commitment to chairs at the college. Burnout and frustration may be the result of institutional factors in relationship to the chair's job.

In examining an institutional commitment one should answer the following questions. Does a chair job description that is up-to-date and relevant to the functions performed by the chair exist? Is the chair evaluated regularly and fairly with regard to the performance indicators in the chair job description? Are the roles of the chairs and deans clearly delineated? What is the expectation of the college with regard to the chair's performance and what is the expectation of the chair's colleagues? Are these expectations similar? What types of staff development activities have been provided for chairs? Has training for the managerial and leadership roles of the chair been provided? What type of reward is provided for outstanding chairs?

Decision Making and Action

Reflective thinking and the review of institutional commitment should provide answers to whether a chair will continue to serve in that capacity. If a decision is made to remain as chair, plans for renewal and change should accompany that decision. A commitment to change a daily routine to provide time to accomplish truly important matters, or to build a network and team with other chairs to obtain institutional commitment are two such activities.

Notes

1. Stephen R. Covey, A. Roger Merrill, Rebecca R. Merrill, *First Things First*, Simon & Schuster, New York, 1994.
2. Covey, Merrill, and Merrill, page 37.
3. See, for example, K. Adams, *Journey to the Self*, Time Warner, 1990.

***SEVEN PRINCIPLES FOR GOOD PRACTICE
IN DISTANCE LEARNING***

By

**Jacquelyn Tulloch
Director, Instructional Telecommunications
Dallas County Community College
Dallas, TX**

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

415

436

Jacquelyn B. Tulloch

Jackie is currently the Director of Instructional Telecommunications Services at the LeCroy Center for Educational Telecommunications, part of the Dallas County Community College District (DCCCD). In her current role she manages the faculty and student support services for the District's distance learning program which includes telecourses, modem based courses and live televised classes. The program has annual enrollments of approximately 10,000. Before becoming Director, Jackie was with the Educational Computing Division of the Center as content expert for the CASES computer project. Jackie also served as a Director of Counseling and Division Chair for Human Development/Physical Education at Brookhaven College in the DCCCD for seven years. Before coming to Dallas in 1982, Jackie worked in the Virginia Community College system as an Associate Professor and Coordinator of Counseling. Jackie completed her undergraduate work at Salem College (N.C.) and her M Ed. and Ed.D. at the University of Virginia.

Despite a somewhat ridiculous workload (common to most community college administrators), Jackie is an avid golfer and ice dancer.

As enrollments level or decline in community colleges, many institutions rush to implement distance learning programs which enable them to attract and serve new populations. While accrediting associations and state agencies frequently provide guidelines for the development of such programs, these are often crude or address administrative or organizational policies and procedures in the absence of what are often significantly different instructional processes. Establishing "good practices" in a distance learning program requires understanding instruction in terms of desired outcomes, design issues, and appropriate use of technology. Principles of good practice in initial program development include:

1. The program has **purpose, direction, leadership**, and clearly identified **target audiences**.
2. Course objectives are **clearly defined** and are **comparable to campus based, traditional classes** in terms of learning objectives, requirements, and rigor.
3. Faculty **participation and leadership** is encouraged and supported by administrators and others in the institution.
4. Faculty and administrative **roles** are **clearly defined** and can be **appropriately evaluated**.
5. Faculty are **expert in the discipline content** as well as in the **technologies** available to support the instructional process.
6. Choices regarding **technologies** are based upon the **content matter, learning objectives, and availability to students**.
7. **Students** are provided with **information** about the **nature of distance learning** and the **skills required for success**. **Support** in developing learning skills is **provided** for those who need it.

In addition to building on these principles as the basis for a distance learning program, formulating responses to each of the Seven Principles of Good Practice in Undergraduate Education¹ can be a useful point of departure for faculty and administrators as they begin development of courses and services for learners.

HOW WILL WE.....

- .Encourage student-faculty contact?**
- .Support cooperation and collaboration among students?**

¹ Compiled in a study supported by the American Association for Higher Education, the Education Commission of the States, and The Johnson Foundation.

- .Provide prompt feedback?
- .Encourage Active Learning?
- .Emphasize time on task?
- .Communicate high expectations?
- .Respect diverse talents and ways of learning?

The following discussion provides some direction in terms of the use of a variety of "high" and "low" tech solutions to these questions. While it is not a comprehensive look at all of the possibilities, hopefully it serves as a place to begin the process.

TELEPHONY:

In addition to **telephone** conversations and **answering machines**, the creative use of **voice mail systems** can provide support to distance instruction in a variety of ways. If there is a voice mail system at your institution, find out if the system is large enough to accommodate all of the students in the distance learning program. If not, there are relatively inexpensive software packages, such as The Total Communicator, which operate through a PC and provide enough mailboxes for 1000 students. This type of system allows both group and individual messages for faculty and students to access when convenient. For example, students might be reminded of an upcoming test review, provided with a correction to the syllabus, or receive individual feedback on an assignment or test. Voice mail systems have also been used successfully as a part of the instructional process in courses which require oral testing or collaborative writing, such as foreign languages or English composition.

In addition to providing communication between and among students and faculty, a voice mail system may be designed to provide potential students with consistent and detailed information regarding course objectives, materials, and requirements. Thus voice mail can help to establish realistic expectations on the part of students prior to enrollment.

Added to your telephone system, an **audio "bridge"** supports multiple callers talking together in a conference mode. This type of technology provides a means for conducting "on air" office hours, test reviews, and discussion sessions, with students participating from different locations. In addition, students are able to collaborate in small groups at times convenient to themselves.

FAX:

In addition to providing a means for the exchange of assignments and completed work in a timely fashion, "fax on demand" systems permit student acquisition of documents related to the course or the program, such as the syllabus, ancillary materials, or brochures.

SNAIL MAIL:

Time permitting, course newsletters and/or postcards with feedback on assignments and tests keep students informed. Faculty may also require students to submit postcards of introduction at the beginning of the course or at regular intervals throughout the course.

COMPUTER NETWORK SYSTEMS:

The use of an electronic bulletin board (BBS) with electronic mail, live teleconferencing, and asynchronistic discussion forums is invaluable to any distance learning program. It allows not only timely, flexible communications between students and faculty but also permits students to collaborate and work together in small groups while being separated by time and space.

Sophisticated systems such as Galacticomm, First Class, and Wildcat! provide a connection to the Internet which may be used as a means for research as well as for linking with other classes or interest groups in other parts of the world. The technical support personnel at your institution will be able to provide information about the variety of computer-based options that are available at your location. If purchasing the necessary hardware and software is not an option, investigate the cost of leasing from a commercial vendor or cost sharing with another institution.

COMPUTER SOFTWARE PRODUCTS:

In addition to using computers for communication, software programs may also deliver portions of the instruction over a network or through an independent PC. Publishers now frequently provide programs such as practice tests, interactive exercises, and other learning aids on diskette or CD Rom along with the course textbook. In addition, electronic files containing course information produced locally, such as a multimedia lecture or chapter notes and outlines, may be put on diskettes for student use.

AUDIO TAPES:

Audio tapes may be used for a variety of purposes, such as providing a review checklist or an alternative explanation of a particularly difficult concept. Tapes may be placed in a Learning Resource Center for students to duplicate or check out. In addition, material may be dubbed and mailed to students. Distance learners are often quite willing to pay a fee to get additional support materials in a more convenient manner!

TELEVISION, CABLE, AND VIDEO:

Consider using a local cable channel to show locally produced video (live or recorded), which may not be a part of the required materials. Examples include orientations or test review sessions. In addition, incorporate relevant PBS, C-Span, or other cable programming into course assignments. If the production is live and in-house, provide a number for students to call in and ask questions. If

material is commercially produced or airing over an outside network, consider an audio bridge conference call-in after the airing. If such options are not available due to lack of equipment or funds, locate or lease a home video camera to record a review or presentation and arrange for check-out or lease through the library, bookstore, or other organization.

MEETINGS:

If students are not at a physical distance, orientations, discussion groups, test reviews, and individual conferences can be used to encourage active student involvement in the learning process. However, because scheduling is often a problem for some students, it is suggested that another, more flexible option for any meetings always be provided, if possible.

PRINT MATERIALS:

Clear, detailed, and error free print materials continue to be important to any distance learning program, but are critical when few other technologies are being used. Publicity efforts such as brochures and class schedules, as well as course syllabi, homework activities, and examinations all need to be carefully constructed and tested with students for clarity.

As indicated previously in the discussion of the basic principles for developing a sound distance learning program, the choices around the particular technologies to be integrated into courses and services must hinge upon the learning objectives, the discipline, and the students to be served. Attention to these factors should, by definition, address many of the Seven Principles for Good Practice for Undergraduate Education. However, the principles add an important dimension to decision making and ensuring effective responses to them is a task requiring both faculty and administrators to think creatively about the meaning and impact of distance in the teaching/learning process.

SKILLED SCHOLARS:
A PROFESSIONAL DEVELOPMENT PROGRAM
FOR ADJUNCT FACULTY

By

Suzanne Beal
Vice President, Academic Affairs

Shirley Davis
Associate Dean, Science/Technology

Christine Helfrich
Associate Dean, Student Success

Frederick Community College
Frederick, MD

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY
421 442

BIOGRAPHICAL SKETCH

Dr. Suzanne Beal

Dr. Beal received her doctorate from the University of Maryland in English. She presently serves as the Vice President of Academic Affairs/Dean at Frederick Community College. Dr. Beal previously taught English to community college students. She has a special interest in student outcomes assessment, accountability and professional development for faculty.

Dr. Shirley Davis

Dr. Davis received her doctorate from George Mason University, Virginia. She presently serves as Associate Dean of Science and Technologies at Frederick Community College. Dr. Davis previously taught biology to community college students. She has a special interest in institutional and instructional accountability and professional development for adjunct faculty.

Christine Helfrich

Ms. Helfrich received her Masters degree from Hood College, Maryland. She presently serves as the Associate Dean of the System for Student Success at Frederick Community College. Ms. Helfrich previously taught developmental reading and study skills to community college students. She has a special interest in improving teaching as a means to promoting student success.

SKILLED SCHOLARS: A PROFESSIONAL DEVELOPMENT PROGRAM FOR ADJUNCT FACULTY

Adjunct community college faculty are an integral part of the community college teaching team. Approximately fifty-six percent of the community college classes offered nation-wide each semester are taught by adjunct faculty.

For the most part, adjuncts have little formal teaching experience but are experts in their academic discipline. Adjunct faculty have a tendency to teach as they themselves have been taught. They design their presentation by modeling a favorite instructor who taught in ways consistent with their learning style, perhaps as many as 30 years ago. Yet the available research on teaching/learning theory grew tremendously during the period from 1957 through the 1980's.

For adjunct faculty to teach by modeling their own teachers is insufficient, for it does not incorporate a theoretical basis for learning. Understanding how students learn should influence the mode of teaching and the selection of appropriate teaching strategies. This is especially true for non-traditional aged students, because their progress is determined by the degree to which the teacher understands and can communicate effectively with them. Adjunct faculty performance and morale directly impact their effectiveness in the classroom.

Adjunct faculty typically feel left out of the mainstream of the community college. Orientation programs are often limited by the adjuncts' time constraints and the college's financial resources. Teaching schedules and work responsibilities limit contact between adjunct and full-time faculty. Department chairs or full-time faculty with administrative responsibilities are often the only professionals that interact with adjunct faculty on a regular basis.

Among the responsibilities the community college has to promote adjunct faculty teaching effectiveness and positive attitudes toward the institution are; 1.) To bridge the gap between full-time and adjunct faculty, 2.) To enhance teaching skills through staff development programs, and 3.) To make adjunct faculty aware of the college's mission and goals, its students, and its program of study.

Skilled Scholars is a staff development program for adjunct faculty at Frederick Community College which incorporates theory, strategies; videotaping, guided self-evaluation, peer interaction, and interaction with full-time faculty. It consists of five two-hour sessions including the introductory and closing session, and a session on each of three topics related to teaching: classroom presentation, questioning, and motivating students. It is presented by two facilitators and several faculty who collaborate on the delivery of the sessions. At the completion of program, each participant receives recognition in the form of a \$250 stipend, a certificate, a special Skilled Scholar notation in the adjunct faculty handbook, and a step increase on the adjunct faculty pay scale.

The goals, training outcomes, and outcome evaluation measures of the Skilled Scholars program were chosen through a review of the literature and upon recommendations of the College's adjunct faculty committee.

The Skilled Scholars program became the focus of an extensive research study which supported the premise that the skills of classroom presentation, questioning, and student motivation result in effective teaching.

Specifically, the Skilled Scholars Program for adjunct faculty results in cognitive knowledge of pedagogic theory and strategies, increases their application of the skills of teaching strategies in classroom, changes their perceived definition of effective teaching, and results in participants believing that the applications of the skills of lecture, questioning, and student motivation effect learning.

The program has been very well received by the adjunct faculty. Ten participants are selected randomly each semester. The three existing modules of classroom presentation, questioning and student motivation are soon to be replaced by modules on the community college and the community college student, evaluation methods and classroom environment.

Beal, Davis, Heltrich
Frederick Comm. College

SKILLED SCHOLARS PROGRAM OVERVIEW



SEMESTER
BEGINS

MODULE I
Week 3 of Semester

"NATURAL STYLE"
TAPING

MODULE II
Week 6 of Semester

"NATURAL STYLE"
REVIEW

- Orientation to Program
- Desensitization to video
- Teaching style identification
- Establishment of group dynamics

- Video taping of participants "Natural Style"

- Presentation Techniques Presentations

- * Full attendance; participants & presenters
- * Shirley has own "Natural Style" tape
- * Introduction to Canfield Instructional Style Inventory (ISI)

- * Participant may have one re-tape of "Natural Style" if wanted

- * Do & Don'ts of Lecturing
- * Discussion of Canfield ISI
- * Active learning strategies

- * Participant reviews "Natural Style" tape individually to identify strengths and weaknesses re: Presentation
- * Participant makes Journal entries
- * Meeting with Shirley and Chris optional for critique of "Natural Style" tape

MODULE III
Week 8 of Semester

"NATURAL STYLE"
REVIEW

MODULE IV
November 8

"NATURAL STYLE"
REVIEW

NEW
"NATURAL STYLE"
TAPING

MODULE V
November 29

EXIT

- The Art of Questioning

- Why question
- Kinds of questions
- Classroom climate

- Participant reviews "Natural Style" tape individually to identify strengths and weaknesses re: Questioning
- Participant makes Journal entries

- Student Motivation
- Affective Characteristics of Effective Teachers

- Definition of Motivation
- Types of Motivation
- Motivational Strategies

- Taping of participants' new "Natural Style"

- Participant reviews "Natural Style" tape individually to identify strengths and weaknesses re: Module IV
- Participant makes Journal entries

- Participants review new "Natural Style" tape

- Summary
- Evaluation

- Relationship between teaching skills and teaching learning styles
- Focus groups on presentation, questioning and motivation

SO THEY ARE RESISTANT TO CHANGE?
STRATEGIES FOR MOVING AN IMMOVABLE OBJECT

By

Rosemary Kesler
Chair, Health/Science

Clyde Perry
Chair, Technology

Gail Shay
Chair, Liberal Arts

Gateway Community College
Phoenix, AZ

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

427

448

BIOGRAPHICAL SKETCH

CLYDE PERRY

Mr. Perry has been Division Chair for Technology at GateWay Community College for the past year. The Technology Division is comprised of manufacturing/machining, automotive, heating, air conditioning, and facilities maintenance. Clyde holds a Masters Degree in Vocational Education from Northern Arizona University and is currently studying for an EdD in Educational Leadership.

GAIL SHAY

Ms. Shay has been chair of the Multi-discipline Liberal Arts Division of GateWay Community College for two years. In addition to teaching in her fields of Spanish and ESL, she has studied and traveled abroad on three continents, and coordinated a Federal Bilingual Vocational Training Program. Ms. Shay holds a Masters Degree from Arizona State University and is working on completing the National Chair Academy's Leadership Training.

ROSEMARY KESLER

Ms. Kesler is Division Chair for Health Sciences at GateWay Community College. Previously she had been Program Director for Perioperative Nursing and Surgical Technology at GateWay Community College. Ms. Kesler has a Masters Degree in Education and a BS in Health Science from Northern Arizona University. She has currently completed the first session of Leadership Training from the National Chair Academy.

"So They are Resistant to Change? Strategies for Moving
an Immovable Object"

Change, Change, Change. At every turn someone is talking about change. The reality is that change is ever present. Our entire Western culture is based on the premise that things will change, improve and progress. Just for a minute think about the changes that have taken place in your lifetime. Take another minute to think of changes in the classroom. . . computers are everywhere and in your students hands is a calculator. That calculator that your students use has more power than the first main frames!

Another reality is that we as educators do not want to change. Pedagogy that was technically sound only a few years past is not sound today. As we were researching this paper, we were told of a teacher who teaches business at a high school in California. This person has been in the position for thirty plus years. In his teaching position he teaches manual adding machines. One may clarify his skills as that of the dinosaur - extinct. His challenge to change was to learn the computer or leave teaching. We are told that he will retire at the end of this year, but retirement is not the best way , nor the only way to effect change in education.

Patricia Ball, conference keynote speaker at last year's International Conference of Community College Chairs and Deans (2/4/95, Phoenix, Arizona), mentioned three barriers to change in looking at a total organization or college:

1. Lack of strategic vision and mission
2. Low commitment, trust and teamwork
3. A bureaucratic, organizational culture

Resistance to change also manifests itself in many ways among individuals in the workplace, according to Drafke (148):

- Regression (pretending not to know how to perform)
- Lower productivity (slow pace)
- Sabotage (up to and including destruction of property)
- Absenteeism (surprise!)

- Transfer
- Resignation (and early retirement?)

There are many **causes of resistance** to change:

- Fear of failure, of the unknown
- Inertia
- Inconvenience
- Economics (including issues of seniority and automation)
- Surprise (if change comes too rapidly)
- Threats to the informal organization (social relations)
- Revenge
- Misunderstanding
- Poor timing
- Poor approach

Obviously, as chairs we cannot impact all these areas, but awareness of all of them as well as a proactive approach in the areas we can have some control over can mitigate the resistance and ensure that our departments and personnel do not become extinct.

Dewey (Knight, presents a **process of reflective thinking** which applies to the change process:

First, individuals, as they actively move through life, meet up with a problem or a disturbing situation that temporarily inhibits their progress. This situation provides a moment of hesitation, during which the process of thought is initiated as the mind begins to focus on the problem at hand. The **second** step is an intellectualization of what was at first an emotional response to blocked activity. During this phase, steps are taken by the individual to diagnose the situation and to come to grips with the precise nature of the problem. The **third** stage involves an inventory of possible solutions. People let their minds freely suggest every conceivable potential solution to the problem. These possible solutions take the form of "guiding ideas" or hypotheses. Phase **four** is an exercise in responding as the possible solutions of the third stage are conjectured upon for their probable consequences if put into action. The mind operates in a line of thought running from cause

to effect in an attempt to narrow the choices to the hypothesis that will be successful in overcoming the current difficulty. The **fifth** stage is concerned with testing the most reasonable hypothesis by action to see if the conjectured consequences do in fact occur. If the hypothesis or proposed answer works when applied to the world of experience, then it is true -- truth is what works.

It is the division chair who must help the faculty identify the need for change. It is the division chair who must lead the faculty through the process developed by Dewey. Robert Krugel and Louis Palter, in their book If it Ain't Broke ...Break It! and other Unconventional Wisdom for a Changing Business World, suggest changing roles. That is, step into the position of another faculty and develop a list of improvements (change). Their message is that if the subject being taught was developed by the person teaching, that person can not see the need for change. In other words, change the paradigm.

Suggestions for change, but not the change itself can come from the customers who employ the students. Most companies will employ teachers during the summer, not for their ability to contribute to their bottom line, but to give them insight into the needs of industry. These industry needs should be considered for program or course changes. These changes, or equipment to facilitate the changes may be funded by industry. Again, it is the division chair who, in most cases, work with the faculty to: 1. motivate the faculty to seek employment and 2. help the faculty to make the changes.

If change is a result of a disruption of a state of equilibrium, it is understandable that there are faculty "dinosaurs" resistant to change. No matter how stable we think we are, it can be disconcerting to be surrounded by so much change. We need to find ways to restore a sense of equilibrium, the tenet of systems theory, which maintains that any change in one system or element will affect the others. And it is here that the influence of personality types plays a great part. Resistance to change may stem from the different perceptions and styles that people bring to each changing circumstance. We as chairs can do much to facilitate change through our understanding of ourselves and our preferences and of the others with whom we work. A knowledge of others can allow us to maximize the strengths each member of our department or division brings to the group.

In their book Type Talk at Work, Kroeger and Thuesen, (p. 163) suggest a problem solving model that utilizes the strengths of people's personality types according to the Meyers-Briggs Personality Type Indicator. Although designed for problem solving, the model can be adapted easily to change issues, using the four personality dimensions of sensing, intuition, thinking and feeling. Sensors are the people that need to look at the facts and details, dealing in clear specifics, in other words the real situation. Those who are not sensors are the intuitives, who need to be involved in brainstorming activities to take advantage of their imagination, who can guide us to new paths and solutions. Thinkers can follow that up by analyzing alternatives objectively and examining the cause and effect of actions. Finally, thinkers need to articulate the impact of the change on themselves and others. In change situations, the chair can use this knowledge of faculty strengths to facilitate the change process and restore a sense of relative stability to the department / division (system).

There may also be natural change agents among the faculty members who may be relied upon to assist in implementing change. The first type (adapted from Mauksch and Miller) are the spontaneous change agents: rebels, advocates, catalysts and educators. The second are the planned change agents: implementors and supporters (in other words, they are appointed to help implement change). Advocates and catalysts work to change the status quo when and if there is a need, while educators facilitate change in individuals. Planned change agents are "volunteered" for the job, have the support of administration, often have training for the job and plan out the change carefully.

In planning for change, there are a group of **strategies** or methods to employ (Drafke, 153), depending on the magnitude of the required change--small, moderate or large. These include training, directives, participative decision making, manipulation, a trial period and using a new person. Division or department chairs must also be able to employ strategy in selecting the appropriate strategies.

As complex as the issue of change is, we as division or department chairs must face this challenge. With the proper training, strategies, understanding and use of the strengths of our faculty, we can ensure continually viable, evolving and dynamic organizations.

References

Barlow, Dudley (1994) *Teaching for Change : Addressing Issues of Difference in the College Classroom* Education Digest v59 p78

Drafke, Michael W. (1994) *Working in Health Care - What You Need to Know to Succeed* Pennsylvania: F.A Davis.

Knight, George R. (1989) *Issues and Alternatives in Educational Philosophy* 2nd ed. Michigan: Andrews University Press

Kriegel, Robert J. and Patler, Louis. (1991) *If It Ain't Broke -- Break It!* New York: Warner Books

Kroeger, Otto with Thuesen, Janet M. (1992) *Type Talk at Work* New York: Delacort

Mauksch, Ingeborg G. and Miller, Michael H. (1981) *Implementing Change in Nursing* Missouri: C. V. Mosby

Vogt, Lynn Allington and Au, Kathryn H.P. (1995) *The Role of Teachers' Guided Reflection in Effecting Positive Program Change* (Models of Indigenous Language Education) Bilingual Research Journal, v19 p101.

***SO YOU ARE A NEW CHAIR OR DEAN:
HOW DO YOU PERFORM YOUR COMPLEX ROLES
WITHOUT ANY FORMAL TRAINING?***

By

**Gina Kranitz
Dean, Student Services
Paradise Valley Community College
Phoenix, AZ**

and

**Wilma Patterson
Chair, Math/Science/English
South Mountain Community College
Phoenix, AZ**

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY
435 455

Dr. Wilma Patterson has been a faculty member at South Mountain Community College in Phoenix, Arizona for fifteen years. She has been the chairperson of the Mathematics, Science and Engineering Division since June, 1995. It is a multi-discipline division consisting of the biological sciences, chemistry, geology, physics, mathematics and engineering. She continues to teach biology courses, and as chairperson, has identified improving the quality of part-time faculty as a major goal. She developed and facilitated a part-time faculty workshop in fall of 1995 as part of her efforts to accomplish the goal.

Dr. Gina Kranitz is the Dean of Administrative and Student Services for Paradise Valley Community College, one of the Maricopa Community Colleges in Phoenix, Arizona. Dr. Kranitz has a Bachelor of Arts degree from Grand Valley State University, a Master of Education degree from Arizona State University and a Doctor of Education degree from Nova Southeastern University. Professional memberships include immediate past president of the Western Association of College and University Business Officers (WACUBO) and a member of the Board of Directors of the National Association of College and University Business Officers (NACUBO). She is also an active member of the Arizona Council of Community College Business Officers and National Council of Community College Business Officers. In 1982 Dr. Kranitz was selected for an internship at the Summer Institute for Women in Higher Education Administration sponsored by Higher Education Resource Services (HERS) and Bryn Mawr College, and has participated in the NACUBO Executive Leadership Institute. In addition to her professional activities, Dr. Kranitz has held various civic memberships including member of the South Mountain Small Business Association, a board member for the South Mountain YMCA, the Arizona Women's Political Caucus and the League of Women Voters.

INTRODUCTION

The efficient operation of academic institutions is based on the quality and effectiveness of its leadership. However, there is little or no formal training available to prepare individuals for the demands of leadership roles which can provide challenges as well as opportunities. Leadership development will help prepare individuals to assume critical responsibilities in a multi-faceted environment designed to respond to the needs of students and community.

The Dean

The strength of a college or university lies in the quality of the environment for teaching and learning that it produces. Because of the increasing complexities of operating institutions of higher education, deans and other university administrators have begun to delegate more and more tasks to the department chairpersons.

Deans and vice presidents look to chairpersons as those primarily responsible for shaping the future of the teaching and learning enterprise. However, to further complicate the management of higher education, colleges and universities have many constituencies, including faculty, students, parents, alumni, donors, legislators, and the local community who feel that they also are agents of change in higher education. Few administrators can, by themselves, face these conflicting constituencies and find solutions to all problems. The chairperson is expected to work with the administration to help induce these constituencies to work together and to find viable solutions to the many problems generated.

These various and conflicting constituencies add to the complexity of managing academic institutions and illustrate the difficulty of establishing any clear support for administrative decisions. Many, who assume administrative roles in higher education, are ill prepared to manage in this complex environment. Most have no formal administrative training and many have achieved their positions by moving through faculty ranks with little more than "on the job" training.

The chairperson's role, at best, is paradoxical. He or she must deal with the expectations and desires of the students in the department, the personal and professional hopes and fears of the departmental faculty members, the goals and priorities of the college dean, the often perplexing and --from the department's perspective--sometimes naïve and sometimes shadowy priorities of the central administration, and the bureaucratic procedures of accrediting agencies. The chairperson then, is forced into a role as a manager and a faculty colleague, an advisor and an advisee, a soldier and a captain, a drudge and a boss.

The Chairperson

The complexities of the chairperson's role include the representation of faculty interest often coupled with hiring and firing, budget planning and implementation, curriculum development, conflict resolution, scheduling, facilities and equipment management, evaluating, teaching, and developing or maintaining cohesion within the department or division, a chairperson must also establish a relationship with other faculty and with staff and administrators throughout the campus community.

Based on the complex roles of chairs, the acquisition of certain skills and knowledge is crucial to effective leadership. Those critical skills include but are not limited to problem solving, communication, adaptability, flexibility, time management, creativity, forecasting, planning listening, and the ability to get along with others.

Skills and knowledge are even more critical when managing a multi-disciplined department or division; however, this provides a great challenge and an excellent opportunity for departmental and personal growth. The chair can encourage and support an interdisciplinary focus in curriculum development that will enhance the understanding of the relationship between different disciplines. This is even more important as community colleges engage in the development of a more comprehensive mission.

Seagren and Wheeler reported at the 1994 International Conference for Chairs and Deans that the roles and responsibilities of chairs have been studied extensively. However, the roles vary, but depending on the institution, may include faculty developing, managing, leading, studying, planning, organizing, staffing, delegating, and controlling.

Typically, institutions do not have a distinct description of a chair's role. Chairs generally assume the role of doing whatever is necessary to fulfill departmental and campus goals and are crucial to the success and survival of an institution. Many assume the responsibility after having served as a faculty for a few or several years. With no formal training, expectation are high.

Managing and controlling time is key to effective leadership, and distinguishing between what is important and unimportant is critical time management. Chairs, having the multiple responsibilities, are often engaged in attempting to accomplish a variety of tasks with a limited time frame and often with limited human and financial resources.

Chairs are key to the quality and kind of services provided to students within a department or division. Faculty should be encouraged to respond effectively to the rapid developments in technology by updating and developing new curriculum. Chairs should be responsible for the development of comprehensive staff development programs and committed to providing faculty support and guidance on how to perform tasks that will enhance the quality, responsiveness, and cost-effectiveness of the college.

***SOME PEOPLE MAKE THINGS HAPPEN,
SOME WATCH THINGS HAPPEN, WHILE OTHERS SIT
AROUND AND WONDER WHAT HAPPENED***

By

**Mike Davis
Dean, Social Science
and
Phillip Pierpont
Dean, Humanities**

**Vincennes University
Vincennes, IN**

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

439

459

Phillip E. Pierpont, Ph. D.

Dr. Phillip E. Pierpont earned his BA from Loyal College, Baltimore, and his MA from the University of Scranton -- both Jesuit colleges of the Eastern Province. In 1966, he migrated to the Midwest to begin his Ph. D. studies, which were completed in 1972 with approval of his dissertation on the 17th Century American poet Edward Taylor. In 1971, he began an Assistant Professorship at Vincennes University, "the oldest college west of the Alleghenies and north of the Ohio River" and, at that time, Indiana's only comprehensive community college. In 1976, he became Division Chair of the Humanities Division, since renamed as Dean, Humanities. Along the way, he also coordinated and taught in the University's prison program at the maximum security federal prison in Terre Haute, Indiana, and chaired the English Department. Dr. Pierpont has also served on several state-level committees and currently is the Co-Chair of the statewide "Faculty Development Committee" of the Indiana Partnership for Statewide Education.

Mike Davis, A.C.S.W., C.C.S.W.

Mike Davis has served as Dean of the Social Science Division, at Vincennes University (Community College), since 1990. He formerly served as Chair of the Sociology/Social Work Department at the same institution from 1982 - 1990. He holds a Bachelor's Degree in Psychology from the University of Evansville, and a Master of Science in Social Work from the University of Louisville. An active member and leader of numerous community, state, and professional organizations, he has also worked in community mental health centers, private agencies, and private clinical practice. He has been a participant on the Committee on Inquiry (Ethics Committee) for the Indiana Chapter of the National Association of Social Workers since 1987 and has served as chair of that committee for the past three years. He is currently teaching a course entitled, Ethics for the Helping Professions and also teaches Social Problems.

SOME PEOPLE MAKE THINGS HAPPEN, SOME WATCH THINGS HAPPEN,
WHILE OTHERS
SIT AROUND AND WONDER WHAT HAPPENED

In 1971, Vincennes University, then the only comprehensive, state-supported two-year college in the State of Indiana, was on the verge of an enrollment wave that lasted for more than two decades. With fewer than 2000 FTE students centered primarily on the college's main campus in Vincennes (and the nearby two airports that housed our aviation maintenance and flight programs), Vincennes University was still small enough to say that it had small classes and mean it -- no more than 25 or so in most sections and up to 50 in some selected lecture courses -- and could say that it presented a "family" atmosphere for both students and faculty. By Fall 1991, we had peaked at approximately 6565 FTE students on the main campus and had registered an additional 700+ FTE's at our Jasper, Indiana campus, at a military education site at Ft. Benjamin Harrison, at the American Sign Language Program located at the Indiana School for the Deaf, and at various military outreach sites outside the borders of Indiana. One of the consequences of this turbulent pace of growth was the shift from leadership to management roles by the instructional division deans who had lead the charge toward new programs that created our growth.

By the Fall of 1994, when the Division Deans of Vincennes University convinced the President of the University and the Vice-President for Instruction to fund seventeen department chairs and Deans for the February 1995 Chairs Conference in Phoenix, our enrollment had slipped to 5955 FTE students on the main campus in Vincennes -- our revenue center. By Fall 1995, our enrollment has slipped again to 5390 FTE students at Vincennes. The major, uncontrollable factor in this decline is the substantial downturn in the number of Indiana high school graduates. Other significant variables include: the increasing competition from Indiana's four-year colleges, both public and private, for those who once were not of interest to them; the decline in the availability of financial aid grants and the seeming unwillingness of students, especially minority students, to take on a significant loan debt; the availability of low skilled and semi skilled jobs in the \$5-7.00 per hour range which must seem like a lot of money to students who continue to live at home after high school graduation. Whatever the causes of our enrollment decline, they rocked the Vincennes University boat. Our attendance at the 1995 Chairs conference was the first step toward some control of the consequences of these enrollment declines -- nearly 1200 FTE on the main campus since Fall 1991.

Prior to our attendance at the Chairs Conference, the Deans had begun to meet to determine how and when we became "mere managers": when we had gotten so bogged down by the paperwork and the nitty-gritty of our administrative roles that we had ceased to lead. We proposed a series of changes, and some of these were adopted -- including the major effort to refresh key department chairs last February. Immediately following the conference, we lead a series of on-campus follow-up meetings of all who attended the conference in an attempt to capitalize on the energy created by that effort. New ideas emerged, were

presented to the administration, were given tacit approval, and then as the weight of events took its toll, we Deans found ourselves again buried in minutiae. Before anyone reading this far says, "What is wrong with these people that they can't sustain their own momentum?" I hasten to point out: none of the Division Deans has an Administrative Assistant or an Assistant Dean to whom tasks can be delegated; fewer than 20% of our department chairs have released time -- but that is another story for another time. In late Spring 1995, the Division Deans and the Deans for Curriculum Development and for Extended Instructional Services began to meet once again. In order to maximize our time, we usually began at 7 AM and ran until about 9 AM, and these meetings occurred about twice weekly until we had developed our "New Directions Pathways Goals" which we presented to the President and Vice President for Instruction in early July.

While we are not all schooled in TQM/CQI, we are all persons who used to be quite adept at "making things happen." Consequently, when we realized that we had been worked into a state of just "watching things happen," we all knew, without any votes or written agreements, that we could not stop the slide in enrollment, we -- in an institution which grants tenure and which has a high percentage of tenured faculty -- could not protect our young and energetic faculty without changing the way that we were doing business. Part of that way of doing business was, despite our basic friendship and camaraderie, to command our own kingdoms and to compete hard for scarce monies for instructional materials and equipment. To some extent, we haven't stopped competing, but we have begun collaborating more because none of us wanted to get up some morning and "wonder what had happened."

Actually, collaboration was the operative word in our meetings. Early in the process, we spent a good bit of time brainstorming: sometimes just "blowing smoke" and, to mix my metaphors, "tilting at windmills." To be successful, the heart of any such process must be the basic good sense of the collaborators, and while we had plenty of problems to face, we had plenty of good sense as well. After the initial brainstorming sessions, we sought the commonalities of all the many ideas we had thrown up on pulp paper taped around our meeting room. Actually, we had enough ideas to keep us all busy for a longer time than we have to solve our problems. For the most part, we were able to put aside ego and the investiture we had in pet projects/ideas, and we developed a prioritized list of five do-able and urgent goals, some of them overlapping, some totally new on our campus: e.g., the "wolfpack" approach that we recast as "developing enterprise and entrepreneurial income projects" in order not to put off the less rapacious of heart (in fact, the University has established seed money for the enterprise goal). Once our five goals were firmly established and agreed upon, we spent several weeks hashing out the directions for these goals so that we could gain approval and funding. (What we expected to happen and what has happened is that the faculty teams reshaped and often sharpened the focus of the projects. We had agreed that we would not win the support of our faculty unless they had that freedom.)

By August we had won concessions that allowed us to select faculty -- at least one FTE per Division -- for released time to work in one of more of the Goal areas. Since these Goals are not direct revenue producers, this is an almost heroic step on the part of a college in the midst of a nearly 20% enrollment decline.

Assuming an average salary of \$35,000 and fringes at a 30% rate, this effort at "research and development," at recreating ourselves in new, more flexible shapes has cost the college in excess of \$360,000.00 in the first year of the project. While the college has taken a bold step in providing this funding, the faculty involved have also shown some courage in accepting their roles. Once we had a green light to proceed, we each sold key department chairs on the idea and then took productive, non-clock-watching faculty from their departments to implement -- after they applied their own good sense to them -- the five goals established in our long summer of frequent and sometimes heated meetings. We took the approach that we had, literally, to sell these key faculty on the projects, to convince them that they were not being sent off on a fool's errand to do busy work. Some of the people we wanted opted out; most jumped in with both feet.

Implementation

Once the preliminary planning was concluded, it was time to implement the project. Several possible projects were identified under each goal, and an orientation session for all participants was held during the first week of the academic year. A New Direction Pathways booklet, describing the project and role of the participants, was distributed and a general overview of the project was provided at the orientation. Following is a summary of each goal and the projects which are currently underway.

Goal 1 -- Strengthening the relationship between secondary and other post-secondary educational institutions and Vincennes University.

Projects

- 1) Maintain/Expand Tech Prep relationships with secondary schools.
- 2) Expand the offerings of Project Excel
- 3) Develop and implement "Professor in the Classroom" project -- a comprehensive plan for getting V.U. faculty into secondary school classrooms for special presentations on relevant subject matter.

14 faculty members were designated for this project with a total of 10.5 cr. hrs and 19.5 contact hrs of released time allocated.

Goal 2 -- Increase enrollment, both on the main campus and at distant campuses and sites.

Projects - Recruitment

- 1) Explore increased recruitment of international students.
- 2) Review the orientation process and increase faculty/student interaction.

- 3) Conduct a campus survey on VU and its provision of services.
- 4) Conduct a statewide survey on VU and its reputation in the state.

Projects - Retention

- 1) Review the orientation process and increase faculty/student interaction.
- 2) Conduct a campus survey on VU and its provision of services.

14 faculty were designated for this goal with a total of 4.5 cr. hrs and 24 contact hrs of released time allocated.

Goal 3 – Enhancing our current delivery of instruction and services.

Projects

- 1) Designate a faculty member in each division as a student advocate or intervention advisor who would work with students-at-risk.

- 2) Provide inservice training to faculty on advising techniques.

- 3) Revise the Advising Manual

13 faculty were designated for this goal with a total of 7.5 cr. hrs and 19.5 contact hrs of released time allocated.

Goal 4 – Developing enterprise and entrepreneurial income producing projects.

Projects

- 1) Seek, prioritize, and develop partnerships with business and industry.
- 2) Seek grants and collaborative projects with Workforce Development Agency.
- 3) Modify curriculum offerings to meet needs of distance education and nontraditional students.

17 faculty were designated for this goal with a total of 13.5 cr. hrs and 24 contact hrs of released time allocated.

Goal 5 – Enhancing the professional development of existing faculty and staff.

Projects

- 1) Provide a minimum of 10 inservice training/workshops to faculty on a regular basis
utilizing existing faculty and internal resources.
 - 2) To offer a TechPrep workshop on teaching/learning styles to a minimum of 12 faculty.
 - 3) To develop faculty support groups to look at issues such as:
Teaching critical thinking
Incorporating technology in instruction
Motivation of faculty and students
 - 4) To provide training and information to all faculty and staff on dealing with students under the ADA.
 - 5) To offer a minimum of 18 Writing Across the Curriculum workshops to faculty.
- 10 faculty were designated for this goal with a total of 9 cr. hrs and 14 contact hrs of released time allocated.

STANDARDS:

***A NATIONAL MOVEMENT TOWARD BREAKING
THE INERTIA OF THE ENTRENCHED
MATHEMATICS CURRICULUM***

By

David Dudley
Math Department
Phoenix College
Phoenix, AZ

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

447 466

Biographical Sketch

David Dudley is a member of the Mathematics Department of Phoenix College. He has been at Phoenix College since 1982 after being a graduate student at Arizona State University. From 1987-1993, he served as Chair of the Mathematics Department. He is the developer of the material in the Bridge to Calculus Club, a high school extra-curricular activity, for use at the Maricopa Comprehensive Regional Center for Minorities. He is active in the Mathematical Association of America, National Council of Teachers of Mathematics, American Mathematical Association of Two-Year Colleges (AMATYC), New Mexico MATYC, and Arizona MATYC, where he has been treasurer for the past four years. He is a member of the national Curriculum and Pedagogy Reform for Mathematics in the First Two Years of College (CPR-MATYC) Task Force, which developed the *Standards of Introductory College Mathematics Before Calculus*. He has served as project director of the Maricopa Mathematics Consortium (MMC), a "before-calculus" curriculum reform project partially supported by the National Science Foundation and currently active of the Curriculum Team of the MMC.

Dear Colleague,

Several efforts at reform in mathematics education have been made in recent years. Possibly the two most noteworthy of these are the NCTM Curriculum and Evaluation Standards, which represent recommendations for grades K-12, and the calculus reform movement. Until now, however, no group has attempted to establish standards for the mathematics programs that bridge the gap between high school mathematics and college calculus and that satisfy the needs of students whose educational plans do not include calculus.

This document, *Crossroads in Mathematics: Standards for Introductory College Mathematics Before Calculus*, was developed to address these issues. The preparation of these standards was directed by the American Mathematical Association of Two-Year Colleges (AMATYC), the only national organization exclusively devoted to improving mathematics in the first two years of college, and was made possible by funding from the National Science Foundation and Exxon Education Foundation. Participating in the effort were representatives from the American Mathematical Society, the Mathematical Association of America, the National Association of Developmental Education, and the National Council of Teachers of Mathematics. Many outstanding educators from all levels of postsecondary education contributed to the development of this document. Their efforts are gratefully acknowledged.

The major goals of *Crossroads in Mathematics* are to improve mathematics education in two-year colleges and at the lower division of four-year colleges and universities and to encourage more students to study more mathematics.

A copy of the full document was sent to AMATYC members, to interested members of those organizations participating in the development of the standards, and to others in the mathematics community. In addition, copies were sent to mathematics departments at colleges throughout the United States and Canada. Instructions for ordering copies of the document appear at the end of the summary.

AMATYC is proud of its effort to reform mathematics education. We invite you to read the following summary and join us in supporting mathematics reform.

Sincerely,

Don Cohen, Editor

Marilyn Mays, Project Director
President AMATYC, 1993-95

Karen Sharp, Co-Principal
Investigator
President AMATYC, 1991-93

Dale Ewen, Co-Principal
Investigator
President AMATYC, 1989-91

CROSSROADS IN MATHEMATICS: Standards for Introductory College Mathematics Before Calculus

Higher education is situated at the intersection of two major crossroads: A growing societal need exists for a well-educated citizenry and for a workforce adequately prepared in the areas of mathematics, science, engineering, and technology while, at the same time, increasing numbers of academically underprepared students are seeking entrance to postsecondary education.

Mathematics programs at two- and four-year colleges as well as at many universities serve students from diverse personal and academic backgrounds. These students begin their postsecondary education with a wide variety of educational goals and personal aspirations. Some enter college with solid mathematical backgrounds, ready to study calculus. Many others intend to study calculus but lack the preparation to do so. A third group can prepare for their personal and career goals through the study of mathematics below the level of calculus. The students in the last two groups are the ones whose needs are addressed in *Crossroads in Mathematics*. These students make up the majority of the nation's college students who are studying mathematics; they represent over 75 percent of the mathematics students at two-year colleges and 49 percent at four-year colleges and universities (*Statistical Abstract of the Undergraduate Programs in the Mathematical Sciences and Computer Science in the United States, 1990-91 CBMS Survey*).

Mathematics is a vibrant and growing discipline and is being used in more ways by more people than ever before. An alarming situation now exists, however, in the nation's postsecondary institutions. Each year greater numbers of students enter the mathematics "pipeline" at a point below the level of calculus, yet, there is no significant gain in the numbers of students studying at higher levels. The failure of many of these students to persist in mathematics not only prevents them from pursuing their chosen careers, but it also has a negative impact on our nation's economy as fewer members of the workforce are prepared for jobs in technical fields.

The purpose of *Crossroads in Mathematics* is to address the special circumstances of, establish standards for, and make recommendations about introductory college mathematics. The recommendations are based upon research evidence and the best judgment of the educators who contributed to the document.

Basic Principles

The following principles form the philosophical underpinnings of the document:

1. *All college students should grow in their knowledge of mathematics while attending college.* Students who are not prepared for college-level mathematics upon entering college will obtain the necessary knowledge by studying the Foundation.
2. *The mathematics that students study should be meaningful and relevant.* Mathematics should be introduced in the context of real, understandable problem-solving situations.
3. *Mathematics must be taught as a laboratory discipline.* Effective mathematics instruction should involve active student participation using in-depth projects.
4. *The use of technology is an essential part of an up-to-date curriculum.* Faculty and students will make effective use of appropriate technology.
5. *Students will acquire mathematics through a carefully balanced educational program that emphasizes the content and instructional strategies recommended in the standards along with the viable components of traditional instruction.* These standards emphasize problem solving, technology, intuitive understanding, and collaborative learning strategies. Skill acquisition, mathematical abstraction and rigor, and whole-class instruction, however, are still critical components of mathematics education.
6. *Increased participation in mathematics and in careers using mathematics is a critical goal in our heterogeneous society.* Mathematics education must reach out to all students.

The Standards

The standards provide goals for introductory college mathematics and guidelines for selecting content and instructional strategies for accomplishing the goals.

The Standards for Intellectual Development address desired modes of student thinking and represent goals for student outcomes.

Standard I-1: Problem Solving

Students will engage in substantial mathematical problem solving.

Standard I-2: Modeling

Students will learn mathematics through modeling real-world situations.

Standard I-3: Reasoning

Students will expand their mathematical reasoning skills as they develop convincing mathematical arguments.

Standard I-4: Connecting with Other Disciplines

Students will develop the view that mathematics is a growing discipline, interrelated with human culture, and understand its connections to other disciplines.

Standard I-5: Communicating

Students will acquire the ability to read, write, listen to, and speak mathematics.

Standard I-6: Using Technology

Students will use appropriate technology to enhance their mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of their results.

Standard I-7: Developing Mathematical Power

Students will engage in rich experiences that encourage independent, nontrivial exploration in mathematics, develop and reinforce tenacity and confidence in their abilities to use mathematics, and inspire them to pursue the study of mathematics and related disciplines.

The Standards for Content provide guidelines for the selection of content that will be taught at the introductory level.

Standard C-1: Number Sense

Students will perform arithmetic operations, as well as reason and draw conclusions from numerical information.

Standard C-2: Symbolism and Algebra

Students will translate problem situations into their symbolic representations and use those representations to solve problems.

Standard C-3: Geometry

Students will develop a spatial and measurement sense.

Standard C-4: Function

Students will demonstrate understanding of the concept of function by several means (verbally, numerically, graphically, and symbolically) and incorporate it as a central theme into their use of mathematics.

Standard C-5: Discrete Mathematics

Students will use discrete mathematical algorithms and develop combinatorial abilities in order to solve problems of finite character and enumerate sets without direct counting.

Standard C-6: Probability and Statistics

Students will analyze data and use probability and statistical models to make inferences about real-world situations.

Standard C-7: Deductive Proof

Students will appreciate the deductive nature of mathematics as an identifying characteristic of the discipline, recognize the roles of definitions, axioms, and theorems, and identify and construct valid deductive arguments.

The Standards for Pedagogy recommend the use of instructional strategies that provide for student activity and interaction and for student-constructed knowledge.

Standard P-1: Teaching with Technology

Mathematics faculty will model the use of appropriate technology in the teaching of mathematics so that students can benefit from the opportunities it presents as a medium of instruction.

Standard P-2: Interactive and Collaborative Learning

Mathematics faculty will foster interactive learning through student writing, reading, speaking, and collaborative activities so that students can learn to work effectively in groups and communicate about mathematics both orally and in writing.

Standard P-3: Connecting with Other Experiences

Mathematics faculty will actively involve students in meaningful mathematics problems that build upon their experiences, focus on broad mathematical themes, and build connections within branches of mathematics and between mathematics and other disciplines so that students will view mathematics as a connected whole relevant to their lives.

Standard P-4: Multiple Approaches

Mathematics faculty will model the use of multiple approaches—numerical, graphical, symbolic, and verbal—to help students learn a variety of techniques for solving problems.

Standard P-5: Experiencing Mathematics

Mathematics faculty will provide learning activities, including projects and apprenticeships, that promote independent thinking and require sustained effort and time so that students will have the confidence to access and use needed mathematics and other technical information independently, to form conjectures from an array of specific examples, and to draw conclusions from general principles.

Interpreting the Standards

The standards reflect many of the same principles found in school reform and calculus reform. They focus, however, on the needs and experiences of college students studying introductory mathematics in various instructional programs. These standards place emphasis on using technology as a tool and as an aid to instruction, developing general strategies for solving real-world problems, and actively involving students in the learning process.

In particular,

- The *Foundation* includes topics traditionally taught in "developmental mathematics" but also brings in additional topics that all students must understand and be able to use. Courses at this level should not simply be repeats of those offered in high school. Their goal is to prepare college students to study additional mathematics, thus expanding their educational and career options.
- *Technical programs* place strong emphasis on mathematics in the context of real applications. They should prepare students for the immediate needs of employment. At the same time, students should learn to appreciate the usefulness of mathematics and to use mathematics to solve problems in a variety of fields. The content and structure of the mathematics curriculum for technical students must be both rigorous and relevant. The mathematics that technical students study must broaden their options both in careers and in formal education.
- *Mathematics-intensive programs* include the study of calculus and beyond. Consequently, the mathematics that these students study must prepare them to be successful in a wide variety of calculus programs. The study of functions is the heart of precalculus education. While not departing from concerns about mathematical processes and techniques, more emphasis should be placed on developing student understanding of concepts, helping them make connections among concepts, and building their reasoning skills.
- *Liberal arts programs* are designed for bachelor degree-intending students majoring in the humanities and social sciences. These students should gain an appreciation for the roles that mathematics will play in their education, in their careers, and in their personal lives. Each institution has the responsibility of evaluating local needs and resources to determine how best to educate liberal arts majors beyond the Foundation. Options include interdisciplinary modules and introductory statistics.
- *Prospective teacher programs* should shift the emphasis from teaching isolated mathematical knowledge and skills to helping students to apply knowledge and develop in-depth understanding of the subject that goes beyond what they will be expected to teach. Courses for prospective teachers must provide an awareness of what research reveals about how children learn mathematics, models for effective pedagogy, and an understanding of the power and limitations of the use of technology in the classroom.

Implications

Although the standards focus on curriculum and pedagogy, they have wide implications for institutions and their mathematics programs.

- Professional development opportunities must be made available to all faculty members so that they may experience these reform recommendations as learners.

- Colleges must have laboratory and learning center facilities and provide adequate support personnel.
- Appropriate technology must be available for faculty and student use.
- Assessment instruments must measure the full range of what students are expected to know.
- Ongoing program evaluation must be used to make recommendations for improvement while retaining the effective aspects of the program.
- Articulation with high schools, with other colleges and universities, and with employers enables faculty at all levels to work in concert to improve mathematics education.

Implementation

Crossroads in Mathematics provides a framework for the development of improved curriculum and pedagogy. Adoption and implementation of the standards will require a systemic nationwide effort which must be supported by postsecondary institutions, business and industry, and public and private funding agencies. Faculty, with the support of administrators, must lead the way. National professional organizations and their affiliated groups must promote reform through their conferences and by providing more extensive faculty development opportunities.

Looking to the Future

Introductory college mathematics holds the promise of opening new paths to future learning and fulfilling careers to an often neglected segment of the student population. Mathematics education at this level plays such a critical role in people's lives that its improvement is essential to our nation's vitality. *Crossroads in Mathematics* outlines a standards-based reform effort that will provide all students with a more engaging and valuable learning experience.



Crossroads in Mathematics was prepared by the Task Force and Writing Team of the Standards for Introductory College Mathematics Project with Don Cohen as Editor, Marilyn Mays as Project Director, and Karen Sharp and Dale Ewen as Project Co-Directors.

Individual copies of this document may be obtained by completing a copy of the form at the right and mailing it to AMATYC, State Technical Institute at Memphis, 5983 Macon Cove, Memphis, TN 38134. A limited number are available free. When the supply is exhausted, copies will be made available at a moderate charge.

Name	
Address	

AMATYC
State Technical Institute at Memphis
5983 Macon Cove
Memphis, TN 38134

Non-Profit
U.S. Postage
PAID
Memphis, TN
Permit No. 465

***STRATEGIC DESIGN:
A METHOD IN NEGOTIATING THE CURRICULUM***

By

Jerry Butler
Chair, Art
Madison Area Technical College
Madison, WI

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

455

473

Jerry Butler

I begin my post secondary education while still in high school by attending Art Instruction School, of the University of Minnesota. I received my BS Degree from Jackson State University, while working as an advertising artist. After working as an art specialist for the McComb Public School System in McComb, Mississippi for two years I decided to go back to school and attended the University of Wisconsin-Madison. I received a Master of Fine Arts Degree from the University of Wisconsin while working for the Madison Metropolitan School District, Madison, Wisconsin. I later received my Doctorate of Philosophy in Curriculum and Instruction from the University of Wisconsin. I am also a graduate of The Institute For Academic Leadership Development. Many years later I begin working for Madison Area Technical College as Chair of the Art Department. I am now involved in design research.

474

Strategic Design: A Method Of Negotiating The Curriculum From The Abyss To The Dynamic

The current research illustrates that various stakeholders in the design community may advocate different and conflicting instructional agendas. The individual influence of the business stakeholder advocating for economic utilities the educator with a personal or professional vested interest should not be allowed to dilute the overall service provided to the design community as a whole.

International economics competition is a fact of life and will continue to exert a major influence on all aspects of society as the world moves into the twenty-first century. The global marketplace, in which the United States does and will continue to compete, will be the vocational arena for today and tomorrow's students.

Apple (1992) acknowledges, and advocates against an educational system which, because of prevalent political and economic pressure, is obligated and will be judged by its ability to supply front-line soldiers to the international economic battlefield. Eisner (1991) cautions against competition based curricula and advocates alternative goals upon which educational success can be measured. Educational theory such as that expressed by Apple and Eisner is consistent with that of the author and should be applied to design curriculum development.

The successful graphic design curriculum should be conducive to the development of a creative and open mind. It should not be encumbered by the influences of provincial, domestic, or global politics. It should have as its core the fundamentals of design and a structural cohesiveness which provides for instructional relevance. The curriculum so structured will be the curriculum that best prepares the graphic design student to succeed in all aspects of his or her educational and vocational endeavors. Such a curriculum will provide the most meaningful return to the community of design stakeholders.

Isolation of education and business from one another will have a disastrous effect upon the process by which education supplies industry with new or retrained designers. To avoid this, it is essential that school to work and internship be included in the design curriculum. Similarly, it is imperative that the input from independent practitioners, design businesses, and design users be sought to complement the efforts of educators in curriculum development.

To The Dynamic

The stakeholders the University of Wisconsin and Madison Area Technical College begin to talk. First, the VISION was formulated. The VISION; to develop the most effective graphic design program possible with resources available. As dialogue begin, the question of how this could be accomplished was raised. This meant money. The group decided to delay talking about the finances of the vision until a well developed plan was formulated. The focus, the design of an effective program. Competency requirements quickly became a beginning point. History, theory conceptualization, liberal arts, technology, anthropology, business processes bubbled from the group like huge white

clouds from the smoke stacks at the power plant. Through negotiations we feel that we now have a curriculum that is truly noteworthy. We also have the staff to deliver that curriculum without spending any additional money.

The first two years the students will be exposed to technology, basic design, electronic image generation, production techniques and integration of applied experience. Madison Area Technical College will provide the first experience for the students. Next is the business core; marketing, accounting, management and economics will be provided by the UW School of Business or the Department of Business at Madison Area Technical College. Third, the conceptualization, theory, internship experience and strategic design practice, will be acquired at the University of Wisconsin Art Department. At the end of four years, the student could complete the Associate of Arts Degree and the Baccalaureate of Art Degree. Completing the degrees is not nearly as important as the effectiveness of the educational experience.

***STRATEGIES AND METHODOLOGIES
FOR IMPROVING COMMUNICATIONS IN A RAPID
PACED, COMPLEX, TECHNOLOGICAL WORLD***

By

Bill Lamb
Director, English/Journalism
and
Marilyn Rhinehart
Assistant Dean, Art/Humanities/Science
Johnson County Community College
Overland Park, KS

James Still
Chair, Lifelong Wellness
Delta College
University Center, MI

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

459

477

Bill H. Lamb has served as the Director of the Writing, Literature and Media Communications program at Johnson County Community College in Overland Park, Kansas since 1987. Prior to that appointment, he was both an English faculty member and Humanities Department Chair at Coffeyville Community College. He received his doctorate in curriculum and instruction from Kansas State University, his master's degree in English literature from Pittsburg State University in Pittsburg, Kansas, and his bachelor's degree in English literature from the University of Kansas. His most recent publications have focused on instruction methods, assessment, and evaluation. He is a Kansas Association of Teachers of English board member and holds an office in the local Phi Delta Kappa chapter. Since moving to Overland Park, he has been actively involved in a variety of community organizations and youth support groups.

In 1993, the National Community College Chair Academy selected Dr. Lamb as the Midwest Region Award Winner for Encouraging Teaching Excellence. That same year he completed a year-long professional certification program through the Institute for Academic Leadership Development sponsored by the NCCCA. In 1994 and 1995, Dr. Lamb co-facilitated a regional institute for the NCCCA in New York and Toronto and was a presenter at the Kansas City institute.

Marilyn D. Rhinehart is Assistant Dean of Arts, Humanities and Social Sciences at Johnson County Community College in Overland Park, Kansas. Prior to assuming that position, she served as special assistant to the president in development of a college strategic plan and as division head for the Social Sciences Division at North Harris College in Houston, Texas. She also received both teacher excellence and college writing awards. She holds bachelor's, master's, and doctorate degrees in American history from the University of Houston and is the author of *A Way of Work and A Way of Life: Coal Mining in Thurber, Texas, 1888-1926*. She has co-authored a test item file and participated in a video development project for two newly-published college history texts.

In 1993, she completed a year-long professional certification program through the Institute for Academic Leadership Development sponsored by the National Community College Chair Academy and co-facilitated a regional Institute for the NCCCA at Guam Community College in 1994 and 1995 and in Wisconsin in 1995.

James M. Still is Chair of the Division of Lifelong Wellness at Delta College in Michigan. Prior to assuming the role of chair, the college awarded him the rank of Professor in the division. Throughout his career at Delta College, he has been active in college governance activities and has held a number of leadership positions, including Senate President, Chair of the Teaching Faculty, and President of the college's chapter of the American Association of University Professors. He also directed two tax referendum campaigns for the college. He received his doctorate in college and university administration at Michigan State University in 1995, focusing his work on the impact of training on community college chairs' leadership behavior.

Dr. Still is a 1993 graduate of the Institute for Academic Leadership Development established by the National Community Chair Academy and was selected to serve as an Institute facilitator at Gum Community College in 1994 and 1995.

“Strategies and Methodologies for Improving Communications in a Rapid-Paced, Complex Technological World”

Technology has revolutionized communication in a multitude of ways, allowing greater access to distant locations and to persons whose connection to us would have been unheard of or at best limited only a few years ago. Using electronic and voice mail and fax machines, delivery of information is practically instantaneous. In a number of respects such innovations have simplified communication and saved valuable time; however, these changes also have complicated human relations and posed problems that challenge traditional communication skills and demand new approaches to interpersonal relations. So complex has the work environment become that we often feel we are prisoners of technology (especially when the network goes down) and the perpetrators and victims of an increasingly depersonalized world. In education this is especially challenging to those who must guide, counsel, evaluate, organize, administer, manage, and lead.

Examples of the difficulties inherent in communication these days abound.

- A member of a department's support staff sent an electronic mail message to all employees at the college to announce an upcoming symposium. This seemed an efficient, quick, and inexpensive way to communicate with many. Not all agreed. One recipient took the time to write a blunt response. "I am not interested in this type of communication." Receipt of this message ruined the staff member's day and resulted in a waste of considerable time as she fumed and plotted her own response.
- An institution's new scheduling software put called meetings on group members' calendars without asking them. "I'm tired of a machine setting my schedule for me," one person groused.
- The Admissions Office sent a voice mail message campus-wide every day during registration reminding staff of the day's events. Increasingly, the moment recipients heard the name of the person sending the message, they deleted it. They refused to listen to any information from that caller. One group in an office suite even designated a daily "listener," who communicated the message to everyone. It was easy for the message to become distorted as it was passed from one person to another.
- As an administrative team prepared for a board meeting deadline and faculty rushed to complete course information at the beginning of the semester, the network "went down." The institution faced practical paralysis and stress levels escalated. Registration came to a virtual halt when overloaded phone lines sent the

system into distress. Lines got longer, tempers flared, and the director of technology gave up trying to explain the problem.

- A supervisor misinterpreted a note written in haste and in a fit of pique wrote an immediate response via electronic mail that five minutes later he reconsidered. It didn't matter. The message could not be "unsent."
- A faculty member sent a message campus-wide that was intended to be funny. Some people didn't realize that. They thought the sender was serious, and a "joke" assumed unintended serious proportions.
- Faculty members who had not yet been connected to electronic mail and the Internet began to feel left out and "classified" as the unskilled as they observed their colleagues communicate with one another and persons across the world. A new "clique" had developed out of the simple effort to speed communication. Until everyone had access, it created some ill-will.
- A faculty member rarely saw her department head. She communicated almost totally by voice or electronic mail. It became increasingly easy to criticize her—the faculty member no longer felt a connection to the "boss." A depersonalized workplace became a sniping workplace.
- A chronic electronic mail user sent a voice mail message to a colleague asking her to read her e-mail to get a very important message. This seemed to be the epitome of reliance on alternate methods of communication.
- An administrator returned from a week on professional leave and found over one hundred electronic mail messages on her computer. He immediately felt overwhelmed, and it took him a week to plow through all the messages. In the meantime, he missed two meetings because the announcements were buried in the middle of all the other messages. Those "senders" had not used the scheduling software to get on his schedule.
- An administrator became obsessed with reading and responding to her e-mail the first thing each morning. The sound of the "ding" sent her racing to the machine for the latest message. She found herself wrapped up in electronic mail all morning, letting other tasks pile up. Another e-mail user rarely answered all of his e-mail--the sending may have been speedy but the response was anything but that. Those who never received a response concluded that they just weren't important enough to warrant even a brief reply.

Each of the scenarios noted above and countless others that occur everyday demonstrate the special complications that technology has created in communication efforts--always a sensitive issue in educational institutions. Leaders must be excellent communicators, and today that requires a special awareness and set of skills to balance

speed and seeming efficiency with the need for a personal connection with colleagues. The use of technology has changed the rules of communication but it need not remove the opportunity to apply those skills that have traditionally worked well.

There are many types of communication required in everyday operations at educational institutions. Information must be shared, problems must be solved, teams must be built, meetings must be conducted, and one-on-one discussions must occur. Technology can make such communication easier and faster. However, it can be a vehicle for excessive one-way, top-down communication where feedback is not direct or immediate. These problems are as important in relationships with students as with colleagues.

- Lacking face-to-face exchanges which allow the "sender" of the message to see the "receiver's" reaction--apprehension, confusion, acceptance--there is a greater opportunity for misunderstanding.
- A desire for speed may mean that we do not take the time to think about what we are writing and sending into cyberspace, so correspondence may lack evidence of sound reflection and lack clarity and the application of good grammatical skills.
- Long-winded voice mail messages that ramble may suggest to the recipient that the sender's thought processes are not working very well--whether that is the reality or not.
- There is a security issue; in the wrong hands, an electronic message can wreak havoc.
- Although messages may be speedy to send, this does not mean that the recipient will be speedy in reading and responding to them.
- Recipients may view e-mail and voice mail as invasions of their privacy. They can get angry at the sender and the vehicle for sending the message. "What has the computer done to me today?"
- The opportunity to apply good listening skills may be diminished (such as paraphrasing to see if one understands what is being said).
- Downward and directive-type communication may increase.
- Shifts can easily occur in the chain of command, since it is as easy as typing in a name or picking up the phone to communicate with anyone in an organization.
- Message overload can take place with the result that no one reads or listens to any communication thus creating the perception if not the reality of a communication gap.

- Information is power. Those with technological capability can become part of a new power structure. This is unsettling.
- New debates and discussions will develop. What type of messages are most appropriate for electronic or voice mail delivery? What guidelines for use are required? What restrictions may an institution place on its use or requirements for its use?

For all who must increasingly rely on technology (and few of us actually are Luddites who want to see all machinery destroyed anyway--we do appreciate the benefits of technology), some simple adaptations are in order. Certainly face-to-face communication remains the most powerful tool to "repersonalize" a department, a work area, or an institution. It's much more difficult to hide the truth or feelings when working with someone on a one-on-one basis. However, that is often impossible or impractical.

What "common sense" strategies can reduce the stress of working in an environment where the rapid pace and presence of technology complicate efforts to build and maintain trust and efficient day-to-day operations as well as communicate values and a vision for the future?

1. Be selective about how the new communication tools designed to save time and to improve efficiency are used.
2. Understand the pros and cons of the use of technology as a communication tool.
3. Remain mindful of basic communication theory and the need for the "human touch" in working with people.
4. Demonstrate an understanding of human behavior--show empathy and sensitivity, persuade without offending, speak and write fluently, and encourage cooperation by modeling acceptable social behavior (tact, diplomacy, effective listening, consideration for others). This should occur in all types of communication.
5. **Don't push the "send" button until you've had plenty of time to think about it!!**

SUCCESSFUL ENTREPRENEURIAL PARTNERSHIPS:

***ENGAGING THE INTEREST OF
BUSINESS AND INDUSTRY***

By

Richard Hanson
Chair, Psychology
Fresno City College
Fresno, CA
and

Rose See
Program Manager
Motorola University
Mesa, AZ

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

465

483

BIOGRAPHICAL SKETCHES

Richard H. Hansen

Mr. Hansen has served as the Director of Corporate Educational Computer Services for Mesa Community College's Business and Industry Institute since 1994. This position involves the management of high-end computer training programs; and of the Center for Supplier Training, one of the six community college-based centers chosen by the Consortium for Supplier Training to deliver its programs in areas such manufacturing cycle management, introduction to Total Quality, design for manufacturability, and business process management.

Prior to joining the Business and Industry Institute, Mr. Hansen worked for Digital Equipment Corporation in a variety of positions which focused on manufacturing and business management. Over the course of his fifteen years with Digital, Mr. Hansen served as the U.S. Manager for the Digital Manufacturing Institute, the Customer Integration Programs Manager, and the Manager for MIS Strategic Programs.

Rose See

As Program Manager, Ms. See works closely with corporate customers who are interested in improving their employees' skills and addressing business concerns. She assists business clients in a range of activities, from identifying basic literacy deficits to redesigning work processes.

Prior to joining the Business and Industry Institute earlier this year, Ms. See served Mesa Community College as a member of its adjunct faculty for more than ten years. She has also acted as an academic advisor and an adjunct faculty supervisor. Ms. See has Bachelor of Science and Master of Business Administration degrees from Arizona State University.

Successful Entrepreneurial Partnerships: Engaging the Interest of Business and Industry

One of the things that community colleges are designed to do is to respond quickly and creatively to the needs of their surrounding areas. For most such institutions, workforce and economic development are important components of their mission. Mesa Community College (MCC) has addressed this issue in several ways, but the hallmark of our response is the use of partnerships with business and industry to accomplish goals that we could not achieve on our own.

These goals are two-fold. First, MCC needs to make sure that its occupational programs remain current, and that our students have the most up-to-date and practical training we can provide. In order to accomplish that, we need to work closely with local businesses and professional organizations, and to rely on their input as curricula and instructional delivery activities are developed.

Secondly, the demographics of our surrounding community are putting pressure on the institution to provide education and training to an expanding - and increasingly diverse - student population. At the same time, our funding from the state legislature has not met this increased demand; and our efforts to obtain voter support for capital funding through the sale of general obligation bonds has not always been successful in recent years, given the prevailing economic environment. For both these reasons, MCC has worked hard over the last ten years to create and nurture partnerships with local businesses.

Partnerships with local businesses can provide some much-needed financial and capital support for colleges and universities, over and above the gains which may result in program currency and enrollment. However, there are obstacles in the way of both business and education that must be acknowledged and overcome before fruitful partnerships can develop.

Some of these obstacles are created by a lack of shared information and experience between the partners. The relationship between an educational institution and a company which needs training assistance must be allowed to develop, and both parties must recognize that time must be taken during this development to answer questions and provide feedback to each other. One of the things we at the Business and Industry Institute have learned is that our consultants must spend a considerable amount of time with prospective partners so that we can fully understand

what they need, and they can understand what we can provide. For all the use of technology in our instructional delivery activities, working with clients is a labor-intensive process and takes time.

There are also concerns on the part of the college with respect to the activities that take place through the Institute, and the effect that these activities may have on the credit programs at the main campus. There are fears on the part of some faculty and department chairs that credit enrollment in business, management, or technical disciplines may be diminished if students can get the training they need through the Institute rather than through the departments. Success in dealing with these fears comes from taking the time to communicate with the departments, and making sure that they understand that the Institute complements - not competes - with the college's credit offerings.

Those are some of the concerns common to educators when the issue of partnerships with business is discussed. At the same time, businesses have legitimate concerns of their own. Without clearly defined objectives from the beginning, a partnership between a company and a school can become a "money pit" for the company, without much opportunity to measure the value that is being added to the educational process. After all, businesses are looking for concrete improvements in employee development and productivity to result from their investment in education. Finding ways to accurately and fairly measure those improvements is not always easy.

Creating Partnerships at Mesa Community College

Partnerships have been successfully created with local businesses and the college through the Business and Industry Institute in several different ways. The examples which follow describe a few of our "success stories".

1. A local electronics company needed to help their employees improve their basic math, reading and writing skills - in part, to help them prepare to enter a technician training program. The skills education needed would have to allow students from all three shifts, and from a variety of beginning skills levels, to participate. The Reading and Math departments of the college agreed to offer three sections of their basic classes; some of these sections would meet at the plant, and some at the Institute's facility. The first series of these classes was held this fall, with very positive results for both students and faculty. The second group of classes is being offered now.

2. We are currently working with the same electronics firm to develop instructional support opportunities for employees who are working in home study classes designed by the company in technical areas. A variety of possibilities have been discussed, including on-line support, mentoring by faculty, supplementary video or audio instruction, and the creation of a learning assistance center in each plant. This is a typical example of a partnership that is being created through activities designed to meet the identified needs of a company. How we meet those needs will determine the way in which the partnership will develop.
3. The Institute offers non credit training in leadership skills. One local company began its partnership with the Institute by sending approximately 80 employees through this training over a 12 week period. They have also used facilitators from the Institute to help them in planning meetings of their teams. Through this interaction with the Institute, the company feels that its culture and attitude toward planning have been changed. We expect to continue working with this company as they identify more technical training needs.

These are examples of some of the experiences the Business and Industry Institute has had in establishing partnerships with local companies. Each relationship is different, because it is created out of the individual needs of the company and the solutions that the Institute can provide to meet those needs.

There is no checklist or model that will be successful in every situation. Creating partnerships between education and business is time-consuming and requires patience; but it can be very rewarding for both parties.

***TEACHING AND MANAGING:
CONFLICTING ROLES OF THE DEPARTMENT CHAIR***

By

Susan Hoffman
Chair, Speech/Dance/Theatre

Matt Schulte
Chair, Philosophy/Foreign Language/Professional Writing

Don Smith
Chair, Visual Communication Technology

Nathan Starr
Chair, Social Science/Anthropology/Criminal Justice

Montgomery Community College
Rockville, MD

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

471

488

SUSAN HOFFMAN

Department of Speech, Dance, and Theater; Montgomery College, Rockville MD. M.A. 1971; University of Maryland; Montgomery College faculty since 1972; Chair for 4+ years; N.C.C.C.A conference 1993, 1994; Managing Director for College Performing Arts Series for 7 years; directed more than 60 theater productions; Artistic Director for College Summer Dinner Theater

MATT SCHULTE

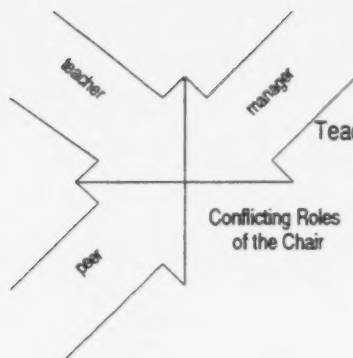
Department of Philosophy, Foreign Languages, and Professional Writing; Montgomery College, Rockville MD. M.A. 1969; Montgomery College since 1981; Department of Philosophy, Foreign Languages, and Professional Writing; Chair for 2+ years; N.C.C.C.A conference 1993, 1994

DON SMITH

Department of Visual Communications Technologies; Montgomery College, Rockville, MD. M.Ed. 1988; Montgomery College faculty since 1981; Chair for 4+ years: N.C.C.C.A. conference 1993.

NATHAN STARR

Department of Sociology, Anthropology, and Criminal Justice. Montgomery College, Rockville, MD. M.A. Texas Southern University; Montgomery College faculty since 1972; Chair for 3+ years; N.C.C.C.A conference 1993, 1994



Teaching And Managing: Conflicting Roles Of The Department Chair
by Nathan Starr
presenters: Susan Hoffman, Matt Schulte, Don Smith and Nathan Starr

This workshop will focus attention on the role confusion and role strain inherent in the peer chair position. Department chairs are to be colleagues/peers, managers and teachers. How might a peer chair resolve these conflicts? Are they resolvable? Can they be prioritized? This workshop will involve a group activity and discussion of possible solutions to dilemmas. This workshop will not prove beneficial to peer chairs who do not experience role conflict, a fortunate and rare situation.

An Unofficial Definition of the Peer Chair's Role:

As chartered agencies of government, community colleges have governing documents that outline the duties and responsibilities of all employees. Included in these documents is a description of the peer chair's position (the terms *peer chair* and *department chair* are used interchangeably in this paper.) Reading these documents (at Montgomery College this document is called THE POLICIES AND PROCEDURES MANUAL), we can get a "sense" of the duties and responsibilities associated with the position. However, the job is usually far more complex and demanding than any college document can convey to unsuspecting new chairs. Faculty at community colleges are citizen soldiers waiting for the call to serve their department and institution. They are advocates for faculty. Chairs are responsible for facilitating teaching and learning. At many colleges, the chair is appointed in consultation with the department faculty. The department faculty may hold an election to decide whom they wish to recommend, as chair, to the appropriate administrator. The position may rotate with most department members expected to take a turn. If we think of a chair in the university model, the position calls up "images" of prestige and authority. Frequently, "prestige and authority" are not the reality for community

college chairs. When colleagues elect a leader, since our own peers have chosen us, an aura of respect is conveyed.

Well, that is the glorified version. Chairs can be elected, sometimes repeatedly, because no one else wants the job. Although the job must be done, it usually comes with very little real authority in the scheme of general operating conditions at a community college. It can be a thankless job but a job that must be done. Chairs recognize the need to provide representation and leadership for departments in carrying out their academic, program and fiscal responsibilities. Chairs represent the viewpoint of the faculty, who are in the academic trenches, to administration, boards of trustees, students and the community -- their constituencies. Chairs must also report back to their department colleagues the viewpoints of those constituencies. An effective chair must understand the needs and priorities of the department so that appropriate planning and budgeting can be implemented.

Definition of the Chair's Conflicts:

For purposes of this paper we shall define role conflict as the conflicts and contradictions one feels between roles, because the expectations of one role are incompatible with the expectations of another role. Role conflict may cause chairs to feel pulled, or torn, between different demands or expectations to which she/he must respond. Chairs wear multiple hats in the performance of this complex job. Chairs may be expected to participate in the budget development process of an instructional area, or institution, which includes the department the chair represents. Role conflict and/or role strain can arise especially in times of financial crises in trying to balance the interests of the department against the needs of the institution at-large. It should be noted that seldom does the ultimate responsibility for budget rest with a chair. Instead, budget responsibility is under the authority of an institutional dean, or other administrator, ranked higher in the institutional hierarchy. This crisis may be alleviated, somewhat, if a department has strong enrollment and high student/faculty ratios.

Department chairs are responsible for the construction of course schedules. Role conflict, or role strain, can develop trying to balance the needs of students and the institution against the schedule preferences of colleagues.

Department chairs serve as liaison between faculty and administration. This role requires the chair to represent the viewpoints and needs of the department faculty and associated academic programs. It also requires the chair to present the administrative "point-of-view" to the faculty. Since these perspectives are rarely the same, a chair can feel as though her/his head has been placed on the chopping block. Role strain results when trying to balance the responsibilities of the chair with the role expectations of faculty peers with whom one must work. This conflict can compromise the chairs' authority and exacerbates the problem of having responsibility without power.

Chairs must advise students, colleagues and, frequently, administrators in conflict resolution. Suffice it to say, these different groups usually have conflicting perspectives, responsibilities and objectives in performing their respective roles in the college.

Chairs are money managers without being able to actually control money. At present, the institution we represent allows chairs to control only instructional supplies -- paper, transparencies, pencils, etc. (This may be seen as a real indicator of the extent of chairs' power.) Money being the blood of an institution can be an emotional topic for all constituencies in the institution. Financial realities can quickly conflict with faculty wants, student and program needs, administrative expectations and demands, versus what funding is actually available to operate an institution.

Peer chairs are also personnel managers. Often, chairs must manage the health issues, religious issues, personalities, and personality conflicts and different teaching styles of their colleagues.

A dilemma facing department chairs involves trying to balance the conflicting roles of colleague/peer, manager and teacher. Most community college chairs are members of the faculty teaching for more than 60% of their expected workload. Often there is the question of balancing time commitments to the various roles. How much time should one put into teaching and preparation? How can this be balanced against the time chairing a department requires? Are office hours for meeting students or, can we squeeze in a little chair work? As members of the faculty, chairs must keep current in their fields of study. Finally, they must read and grade papers and develop evaluation instruments for students. Generally, chairs are peers of the faculty and, eventually, will

"go back" to the full-time faculty.

Lastly, chairs must be public relations experts interacting with the constituent communities and representing the department and college in an authoritative manner. This role may include serving as expert to local newspapers and other media, problem solving to resolve grievances with community and students, always representing the college in the most positive light.

Adding to these issues is the reality that few community college chairs are trained for the position, and there are few on-the-job training opportunities. This is a job where most learn by doing and that can be very challenging.

Is it any wonder department chairs may, sometimes, feel like pulling out their hair? In all fairness the job can be very rewarding when chairs are successful in accomplishing their goals while resolving these role conflicts.

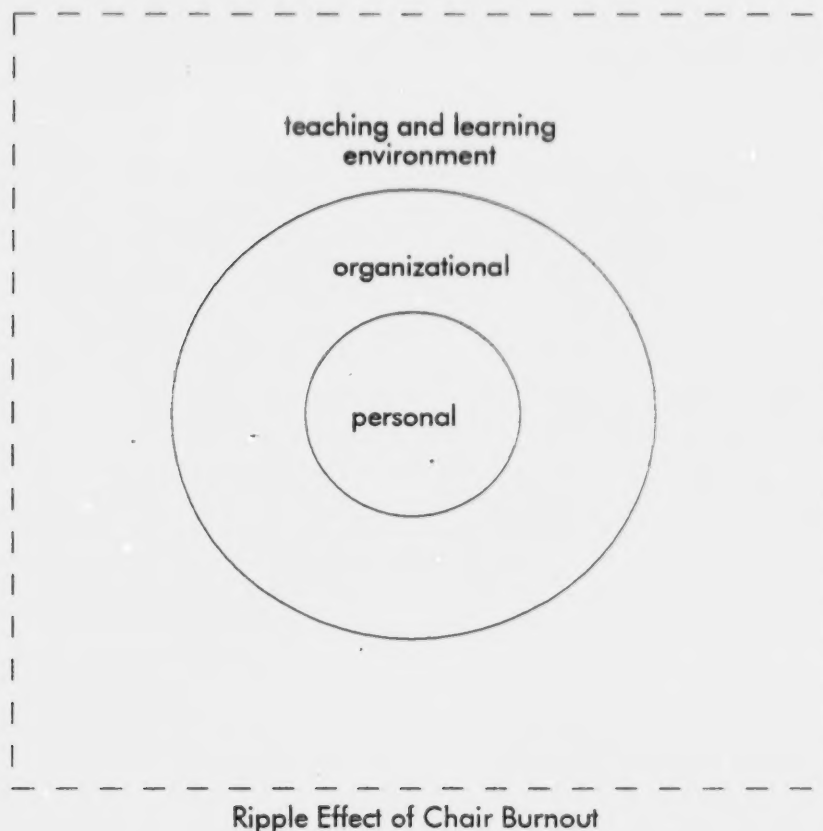
Why Do Peer Chairs Wear Out?:

Role conflict is inherent in the job of a peer chair. A person in that position actively involved in the resolution of that conflict is very likely to wear out. In most organizational structures, the position is placed where it can absorb conflict, to serve as a bearing between the sometimes conflicting imperatives of the organization and the classroom. Such a buffer often allows the organization to move forward while protecting the instructional integrity of the academic programs. But this wear and tear can lead to some very real consequences for chairs and the institution -- personal and health problems for the chair, functional difficulties in the institution and, ultimately, deterioration of the teaching/learning environment.

Personal and health problems manifest themselves in the effects of unrelieved stress. Physical symptoms and illness may accompany or, result from, chair stress. A chair may lose time away from home, family and other personal support systems they were able to access in the past. This may wear severely on the quality of these neglected relationships. These problems can lead to burnout extending beyond this one individual.

Organization problems may manifest themselves in poor decision making, poorly developed priorities. An inertia resulting from the above personal effects of conflict could prevent work from getting done. Further compounding organizational problems, there may be difficulty in focusing on goals and priorities affecting the department and the college. Avoidance of problems and decision making can produce poor work performance, as well as, affect student learning.

One of the more immediate effects on the chair/teacher and, other teachers, is subjecting students to bad teaching. The educational environment can impair student learning(some learn anyway.)



Additional Ambiguities: As a peer chair ...

- ... how do you meet the challenge to serve equitably and fairly, with limited resources, departments of varying sizes and/or multiple disciplines.
- ... how do you confront problems in a collegial manner without sacrificing personal values? How is the role of collegiality in faculty/chairs relations, especially in times of conflict, to be defined?
- ... how do you walk the line between fairness and impartiality in student complaints, especially when the student is right?
- ... how do you resolve the conflict between chair's perception of authority and the administration's interpretation?
- ... how do you resolve 50/50 splits in department faculty members' views towards "change versus no change"? How do you resolve inertia? When change is needed and, there is a split in faculty attitudes regarding change, how do you initiate the process of change?
- ... how do you facilitate technological advances in teaching and learning when, as many as half of the faculty resist change in support of mediocrity and the status quo?
- ... how do you cope with the various personalities of department personnel, some of which may be difficult, in an honest and directive manner?
- ... how do you define "accountable" when holding people accountable? In what ways can a chair hold faculty/staff accountable?
- ... how do you address hidden agendas?
- ... how do you set boundaries to the life of a chair? What are "chair hours"? Are they different from "office hours"? When

are you not a chair?

- ... how do you define your first constituency? (Everyone seems to think they should come first.)
- ... how do you determine when you need support? How much support can you get?

Resolution of the Chair's Role Conflict and Role Strain:

There are no sure fire formula for resolution of these dilemmas facing chairs, unless the college turns over massive amounts of authority to said chairs -- ha ha. Realistically, chairs must be prepared to cope with these ambiguities and learn to think on their feet to confront problems as they arise.

Outcomes and Recommendations:

1. As a source of support, develop chair networks.
2. Survey department faculty for input.
3. Cover yourself- leave a paper trail.
4. Perform, and share with department faculty, serious constructive evaluations. Where appropriate write letters to personnel files.
5. Nothing says you must decide "on the spot."
6. Manage your time well. Good time management skills are called for in this role.
7. Let go of it! Leave your problems at the office. Remember the other roles you play in life --family member, community member, et cetera.

For the benefit of students' academic success and the smooth operation of the institution, the chair's position is vital. When done well, the position is very rewarding. One can facilitate the smooth operation of the department, the college and students' achievement of their respective goals. Because of these rewards, it is a job worth doing.

THE TEACHING RESOURCE CENTER:
A CATALYST AND RESOURCE FOR CHAIRS
AND DEANS IN THE QUEST FOR FACULTY/STAFF
DEVELOPMENT AND EXCELLENCE

By

Mike McHargue
Provocateur, Professional Development
Foothill College
Los Altos, CA

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

481

497

Mike McHargue
Provocateur of Professional Development
Institute 4 Instructional Improvement & Innovation
Staff Development Center
Foothill College

Mike McHargue has been a member of the faculty at Foothill College since 1977 where he also has served as Coordinator of Staff Development and the Teaching Resource Center. A list of his other academic leadership positions is contained in the biography for his "Recent Advances in Retreats" paper in this conference book.

Mike has worked in and around Teaching Learning Centers for over two decades. He was the founding director of the Learning Center at Stanford University in 1972 and he has been an important resource for community college staff developers as they planned their centers. His speaking, writing and consulting have provided TLC for many TLCs!

His association with the NCCCA began at its birth--when he was leading a Great Chairs Seminar for the Maricopa County CCD and they committed themselves to develop this organization. He led the "hybrid" Great Chairs/Conference Planning Workshop that preceded the first annual conference and he has served on its Advisory Board. Mike has presented at three of the conferences and he led the first class through our National Institute. He has led two other "classes" in their Institute development.

McHargue is a national facilitator for Great Teaching Seminars, Classroom Assessment Techniques, and Instructional Skills Workshops. He has made numerous presentations to college and university faculty on critical thinking, cultural diversity, active learning, learning communities, and student-centered instructional practices.

While he has been working in staff development since 1972, his most recent focus began in 1988 when he became part of the founding executive board of the California Community College Council for Staff Development(4C/SD). He has chaired the Faculty Development Committee for the Academic Senate for California Community Colleges and has written four statewide staff development grants which strongly influenced the professional development sections of California's community college reform legislation.

McHargue has served as an American Council on Education (ACE) Fellow in Academic Leadership and a Fellow of the League for Innovation in the Community College. He won the National Council for Staff, Program and Organizational Development's Award for the Western Region in 1989 and the National Leadership Award in 1990. He has also been honored by the College Reading and Learning Association, the Community College Humanities Association, and the National Institute for Staff and Organizational Development.

Mike holds a Ph.D. in counseling psychology and psychological studies in education from Stanford University. He earned his master of arts degree in counseling and guidance and educational psychology from California State University at Northridge, and his bachelor of arts degree in psychology from Occidental College. He also attended Mexico City College and Pierce Junior College in California.

EVEN ACADEMIC LEADERS NEED "TLC"

THE TEACHING-LEARNING CENTER: A CATALYST AND RESOURCE FOR CHAIRS AND DEANS IN THE QUEST FOR FACULTY/STAFF DEVELOPMENT AND EXCELLENCE

One of your most important responsibilities as an academic leader is to encourage and provide resources for the professional development of yourself, your faculty, and your staff. Your college Teaching-Learning Center (TLC) can be a crucial resource to help you achieve that goal. This paper will discuss the trends which lead to the need for strong faculty/staff development programs and the activities they can include. The associated workshop will provide an interactive opportunity to discuss the wide variations of programs and centers as well as the strategies you can employ to obtain full benefits from them.

I have worked with community college TLCs for more than 15 years. In the late 70's, I discussed the development of the first California version--the Teaching Resource Center at American River College in Sacramento. It opened for business in 1980 and it remains a powerful model for programs throughout the U.S. Since then I have had the opportunity to help develop the centers at Foothill College and De Anza College in our district, and consult with Miami-Dade, Maricopa, and districts throughout California. In addition, I have learned many additional tricks from colleagues reporting on their programs and centers at NCSPD and other Teaching/Learning Conferences. I have worked in the Foothill Teaching Resource Center since its inception in 1987.

In 1995, Dr. Susan Kah, Director of the Teaching and Learning Center at the Medical Campus of Miami-Dade Community College, presented a workshop at the National Chair Academy Conference on TLCs. With her permission and encouragement, I wish to reprint her excellent paper here:

The Teaching and Learning Center: A Campus Resource for Faculty and Staff Development

There are several societal and educational trends which underscore the importance of establishing and generously supporting the services and resources of professional development centers, also known as teaching and learning centers, for community college faculty and staff. The magnitude of these trends mandates that professional development efforts be more than haphazard; they must reflect a comprehensive and accurate assessment of needs, be an integral and visible part of the organizational structure, have the support of senior administrators as well as the trust of the faculty and staff, and be managed in a cost-effective manner.

What are these trends? Many community college faculty and staff have been in their positions for twenty-five or more years. Some of these individuals are retiring, and they are all growing older. In a study conducted in 1987 by the United States Department of Education, the average age of full-time faculty was 47. By year 2000, the percentage of United States faculty over 55 years of age will be 52 per cent! The abilities to foster productivity and vitality among "tenured" faculty and to recruit, select, orient, and nurture new faculty are essential concerns in the teaching and learning center.

A second trend, related to the one just described, is the changing demographics of the student population. They too are getting older; adult learning styles often require

different teaching strategies than those developed for traditional students. In addition to getting older, our students are also more diverse: ethnically, culturally, and socially. However, traditional structures of curriculum and instruction perpetuate the myth of a single American culture and devalue the cultural pluralism upon which our future lies. The teaching and learning center is focused on helping staff increase cultural sensitivity and supporting faculty in their attempts to infuse diversity concepts into the curriculum.

A third trend is the expansion of technology and the accompanying access to information which increasingly pervade instructional and management functions. A major role of the teaching and learning center is to enable faculty and staff to become comfortable with the new technology--in the office, laboratory, classroom, library, and in the media services area. Because technology is evolving so rapidly, faculty must have "experts" with which to communicate and rely on as they try to restructure the teaching and learning process.

A fourth trend is a change in college governance as faculty and staff are empowered through inclusion in decision making at all levels of the institution. As faculty and staff are expected to assess and articulate the needs of their constituents and participate in strategic planning, the teaching and learning center supports the acquisition of skills needed for problem solving, consensus building and visioning desired futures.

The fifth and distressing trend is the apparent decline in institutional effectiveness. Policymakers and others concerned about higher education indicate that college graduates lack the skills and knowledge required for success in a high-tech and information-based global economy. In An American Imperative: Higher Expectations for Higher Education, the Wingspread Group on Higher Education begins its report with the following:

A disturbing and dangerous mismatch exists between what American society needs of higher education and what it is receiving. Nowhere is this mismatch more dangerous than in the quality of undergraduate preparation provided on many campuses. The American imperative for the 21st century is that society must hold higher education to much higher expectations or risk national decline.

Acknowledging the diversity of American higher education, the authors believe there are three fundamental issues that must be addressed: taking values seriously, putting student learning first, and creating a nation of learners. In response to concerns regarding institutional effectiveness, the teaching and learning center is committed to helping college personnel improve the quality of education and the functioning of the institution.

The chair is often in the best position to help faculty understand the implications for professional development associated with such trends as those just described. Chairs, as academic leaders occupying pivotal positions in the organization of higher education, serve as important communication links between academic units and the administrative hierarchy. "The chair remains the only official on campus who attempts to 'interpret the department to the administration and the administration to the faculty'" (Seagren et al, 1993).

Tucker (1984) recognized the importance of chairperson involvement in the development of faculty and identified three approaches department chairs might use as faculty developers: the caretaker, the broker and the developer. The caretaker recognizes the need but believes it is the responsibility of the faculty member; the broker makes faculty aware of available development opportunities and encourages participation; the developer actively assists faculty members grow and develop. The latter, more aggressive approaches are definitely indicated in an era characterized by unprecedented challenges and rapid rates of change in higher education.

What resources and services should the teaching learning center provide for faculty and staff? Which of these may be especially valued by the chair who functions as a "broker" or "developer?" The teaching and learning center addresses employee needs at all points of their professional careers. The center should assist those, frequently chairs, who recruit and select new employees by helping them develop and apply the skills, such as behaviorally oriented interviewing, which can make these processes effective.

Centers orient new employees, both full-time and part-time, to their roles within the college environment, including the institution's performance expectations and reward system. Workshops and other professional development opportunities, such as participation in professional conferences, mini-grants to enhance the teaching learning environment, peer consultation, and the provision of developmental resource materials and equipment, should be available to faculty and staff characterized by a wide variety of needs and goals. "Seasoned" faculty and staff should be provided with opportunities to share their expertise and develop new skills, such as using instructional technology in the classroom, which revitalize their practices and work effort. Those retiring should be assisted with their planning and role transition.

Centers have a responsibility to support employees in their advancement activities; this may include clarifying institutional policies and procedures, providing guidance with the development of portfolios and/or other forms of written documentation, and training administrators and committee members for important decision making processes. Centers should clearly communicate, however, the strong message that they are not responsible for establishing those policies and procedures which govern the evaluation or performance review process and personnel decisions resulting in the granting of contract, promotion and financial reward.

Although chairs are responsible for evaluating faculty as well as fostering faculty development, the teaching and learning center should serve as a resource to employees primarily in formative evaluation activities. The teaching and learning center staff should not be requested by chairs or administrators to provide perceptions or data for summative evaluations and personnel decisions. Once the neutrality of the center's staff is compromised or maintenance of confidentiality is an issue, employees will not feel comfortable sharing their needs and asking for assistance.

In addition to enhancing individual professional development, the teaching and learning center is concerned with the teaching and learning environment, from technology acquisition and use to classroom furnishings, and organizational development. In these areas, the function of the center may be to raise questions, rather than to provide answers. These could include: How successful is the college/campus in accomplishing its stated mission? How is this determined? What implications are there for curriculum and program development? How effective are student support services and how is this determined? How does the college/campus expand its capacity to create its future, establish priorities and allocate resources? What effect does this have on employees and students? How can the resources of the

teaching and learning center be used to enhance the art and practice of a learning organization?

To summarize, chairs need to know the many ways in which the teaching and learning center can help them as faculty and staff "developers." They also should be aware that because centers measure success as the extent to which they address the needs of others and the institution, they are responsive to requests for assistance and committed to evaluation of their effectiveness. The following is only a partial and evolving list of possible goals for a teaching and learning center:

- Orient new employees
- Improve instructional skills of faculty
- Internationalize the curriculum
- Maintain faculty currency in discipline
- Introduce new and effective technology
- Increase student success rates
- Promote career planning and advancement
- Clarify institutional policies and procedures, especially those related to evaluation
- Respond to new regulations and laws
- Respond to societal changes and needs
- Facilitate partnerships with other educational institutions and business and industry
- Involve all employees in governance
- Support strategic and operation planning
- Promote an environment supportive of teaching and learning

I'd like to add a few notes to Dr. Kah's presentation:

Not all TLCs are called Teaching Learning Centers. Some of the variations on the theme are: Teaching Resource Center, Staff Development Center, and Center for Teaching Excellence. There are many others. I prefer "TLC" because of the potential play on acronyms and because of its focus on learning. As we redefine ourselves as institutions that "cause learning" rather than "provide instruction" (Barr and Tagg, 1995) that emphasis on learning is important; as we move toward becoming evolving, changing, "learning organizations" (Senge, 1990), it is crucial. (Nevertheless, at Foothill we recently changed our name from TRC (copied shamelessly from American River) to Staff Development Center--to correctly acknowledge that we have served our entire learning community since we started.)

Not every college has a TLC, by any name. But virtually all of them have faculty/staff development programs. Your job as chair/academic leader is to find those programs and professionals who can help you support professional development. (Your job may also be to help your college collect those staff development programs and services into a central place--your TLC. What an opportunity--to help support and mold a unit that will enable you to be a much more effective leader!)

I believe every good academic leader is a good faculty/staff developer. Most of your budgets are for people; it is your crucial responsibility to keep them (and yourself) at their peaks of training, productivity, enthusiasm, and knowledge. Here are some other things you can do to enhance your professional development role:

- Go to (and send your folks to) staff/development conferences (as well as discipline meetings) to learn new teaching/learning techniques.

- If you have a TLC, be sure the professionals there know your needs.
- If you don't have one, develop one.
- Discuss your training responsibilities, needs, resources, and techniques with other academic leaders--and your faculty and staff.
- Use a department/division retreat to help determine your staff needs. (If you want to hear more about my biases in this area, check out the paper/breakout session on "Recent Advances in Retreats.")

Finally, although we have "played" with the idea of "TLC", there is no doubt that providing for your colleagues' professional development is a fine way to demonstrate Tender Loving Care. It is quite consistent with the notion of "Servant Leader" that many of us believe in. Work with your staff development colleagues to provide appropriate learning experiences for your people. It will ensure the attainment of our ultimate goal—enhanced student learning.

RESOURCES

- Barr, Robert B. and John Tagg. "From Teaching to Learning--A New Paradigm for Undergraduate Education." In Change, the magazine of Higher Learning, AAHE, Washington D.C., Nov./Dec. 1995.
- Burnstad, Helen, Cindy Hoss and Mike McHargue. Growing Your Own Staff Development Program. New York: National Council for Staff, Program and Organizational Development, (NCSPOD), 1993.
- Kah, Susan. "The Teaching and Learning Center: A Campus Resource for Faculty and Staff Development." Paper presented at and published by the National Community College Chair Academy, 4th International Conference, Phoenix, Arizona, 1995.
- McHargue, Mike. "Recent Advances in Retreats." Paper presented at and published by the National Community College Chair Academy, 5th International Conference, Mesa, Arizona, 1996.
- McHargue, Mike. "We All Need TLC." A series of presentations and articles on Teaching-Learning Centers, most regularly in the NewsLater, an irregularly and irreverently published interactive staff development newsletter, sponsored by 4C/SD (the California Community College Council for Staff Development) and Foothill College, 1989-1991.
- Seagren, Alan T., John W. Creswell, and Daniel W. Wheeler. "The Role of the Chair in Faculty Evaluation and Development." The Department Chair--New Roles, Responsibilities and Challenges. 1993 ASHE-ERIC Higher Education Report No. 1. Washington, D.C.: The George Washington University, School of Education and Human Development, pp. 45-47.
- Senge, Peter. The Fifth Discipline: The Art and Practice of the Learning Organization. New York: Currency Doubleday, 1990.
- Tucker, A. Chairing the Academic Department. New York: Macmillan, 1984.
- Wilhite, Myra S. "Department Heads as Faculty Developers: Six Case Studies." To Improve the Academy--Resources for Student, Faculty, and Institutional Development. The Professional and Organizational Development Network in Higher Education, Volume 10, 1990: New Forums Press, Inc., pp 111-121.
- Wingspread Group on Higher Education. An American Imperative: Higher Expectations for Higher Education. The Johnson Foundation, Inc., 1993.

***UPGRADING THE HUMANWARE SIDE
OF THE NETWORK:***

***INNOVATIVE AND EFFECTIVE TECHNOLOGY
TRAINING PROGRAMS FOR ACADEMIC
FACULTY AND STAFF***

By

**James Berry
Director, Technology
North Harris College
Houston, TX**

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

489
505

Biography

Jim Berry is a highly experienced platform speaker who has spent the last ten years dealing with the issues of technology transfer. Prior to joining North Harris College, Jim served as the Technical Training Director for a leading technology firm operating in 27 countries on six continents. In both the public and private sectors, he has been instrumental in facilitating the use of emerging technologies by a wide range of organizations and dealing directly with the impact on individuals. In the past year, well-received presentations have been made at the League for Innovation, the Fourth International Conference for Chairs, Deans, and other Academic Leaders, the Association for Applied Interactive Multimedia, the Texas Educational Technology Conference, and numerous local and internal programs.

Upgrading the Humanware Side of the Network: Innovative and Effective Technology Training Programs for Academic Faculty and Staff

Jim Berry
Director of Technology
North Harris College, Houston

North Harris College is a twenty year-old institution serving some 10,000 credit and 20,000 community education students on the northern edge of Harris County (Houston) and southern portion of Montgomery County, Texas. Approximately three years ago the campus and college district embarked on an ambitious and aggressive technology plan. Although there were scattered pockets of technology presence at North Harris, the "state of the art" was an aging computer on a cart in each department shared by all faculty members. The technology plan adopted by the college provided a new desktop computer for each of the more than 350 full time faculty and staff in a totally networked campus environment. Implementation of this plan required a wholesale training effort for the entire employee population of the Institution in a short period of time.

In academic cultures, training is often a "dirty word," and participation in traditional training classes is usually low. This presentation showcases a number of successful technology training programs designed specifically to engage college faculty and staff. The recommendations come from numerous years of experience in corporate and academic technology training in addition to the recent experience in assisting North Harris College in moving from sparse users of technology to a fully networked campus in less than eighteen months.

In any organization new to technology, a compelling case is usually made for a strong initial user training program. Increased personal productivity, decreased support requirements, and lowered frustration levels are just a few of the desired outcomes. Additionally, on the academic campus a positive impact on the classroom experience is

usually a basis for the technology implementation and should be facilitated by the user training program.

Dialogue with faculty, staff, and administration alike will generally strongly support the theory of user training, but experience shows that putting the theory of training into practice often yields disappointing results. Campus logistics (faculty work non-standard and non-traditional hours), campus culture (we suggest training, seldom require it), and the traditional training methods usually employed all contribute to less-than-spectacular impact of the training program.

When most institutions consider user training, the "standard" classroom approach immediately comes to mind. Especially in the community college, the familiar paradigm of the credit and community-education type computer classes often tends to cloud more creative thinking about approaches to faculty training. Many institutions beef up these traditional class offerings, put out the "y'all come" message, and sit back and wait to celebrate victory. Those organizations employing creative scheduling, solutions derived packaging of courses, and customized courses for targeted groups celebrate their training victories earlier and more frequently.

Other traditional training methodologies bearing discussion are outsourcing the training, on-the-job training, and the all-too-frequent "sink-or-swim" programs.

When these more obvious methods seem to be lacking, a turn to other approaches may be in order. Discussed through the presentation are some of the more productive ideas used at North Harris:

- Video Tapes -- although we often downplay video tapes, in many cases they provide a convenient solution to user training. Selection and use will be discussed.
- Peer training -- selection and grooming of a "technology champion" in each department is a tremendous asset to the implementation effort.
- Departmental classes -- identification of departments that may benefit from specialized training either due to the nature of their work or due to their culture.

- Guide by your side -- a program of scheduled individual assistance.
- Weekly tech tips -- using the technology itself to distribute spot training tips on common questions and problems.
- Specific issue tips -- turning problems into training opportunities.
- Network stored presentations -- distribution of training presentations "on demand" at the desktop
- Network delivered CBT -- interactive Computer Based Training placed on the network for "just in time" access

Measuring Outcomes -- there is certainly an attractiveness to measuring outcomes of training programs. Several of the "rulers" to be applied to the campus offerings include participation, reduction in calls to the help desk, general increase in consumption of technology resources, and the call for expansion of services as creativity and vision is unleashed through acquired skill.

This presentation is a frank discussion of what has and has not worked in the training challenges of North Harris College over the past three years. Copies of the complete presentation will be available as hand-outs.

***USING THE BALDRIGE QUALITY AWARD
FOR PROGRAM ASSESSMENT***

By

**Britt Watwood
Assistant Director
Center for Study of Higher and Post-Secondary Education
University of Nebraska
Lincoln, NE**

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

495

510

W. Britt Watwood
1206 Seaton Hall, UNL
Lincoln NE 68588-0638
(402) 472-3726
wwatwood@unlinfo.unl.edu

Britt Watwood is the Assistant Director of the Center for the Study of Higher and Postsecondary Education at the University of Nebraska-Lincoln. A graduate of the U.S. Naval Academy with a Masters degree in Education from Old Dominion University, Britt is currently completing his doctorate at UNL. Following retirement from the Navy at the rank of Commander, Britt brought to the Center 22 years of leadership experience, as well as six years specifically working in quality initiatives for the Department of Defense and the Navy. He continues his research on quality improvement, with particular emphasis on the application of the Malcolm Baldrige National Quality Award to higher education. His dissertation is on the role played by community college chairs in leading their college quality initiatives. He is married to the former Linda Moreland of Annapolis, Maryland. Their twin daughters, Melissa and Stephanie, are in their third year of college.

511 -

Using the Baldrige for Program Assessment

W. Britt Watwood
UNIVERSITY OF NEBRASKA-LINCOLN
1209 Seaton Hall
Lincoln NE 68588-0638
Office: (402) 472-3726 Fax: (402) 472-8317
e-mail: wwatwood@unlinfo.unl.edu

Summary

Program assessments are common in colleges and universities for accreditation and internal review. They generally give a snap shot view at a given time on the health of a program, but seldom focus on incremental and continuous improvements. A respected national model, the Malcolm Baldrige National Quality Award criteria, offers a focused, linked framework which institutions of higher education can use as a model for program assessments. Department chairs and administrators will benefit, as Baldrige-based reviews are adaptable to varying units, levels, and types of colleges. This presentation provides background information on the Baldrige criteria and its use in educational assessment.

Introduction

Everyone wants **quality**. Defining quality is, however, the subject of endless debate and clouded consensus. Colleges and universities frequently advertise their quality in brochures and guidebooks, but, like beauty, their quality is often in the eye of the beholder. There are no consistent standards to define quality.

The growth of formal assessment processes nationwide is a clear response to the public demand for increased accountability. In the past, there has been no clear coupling of assessment to quality. The community increasingly believes that higher education is doing a poor job, in spite of past assessments. Even with the Republican cutback in State Postsecondary Review Entries (SPRE's), a clear wake-up call has been issued. The increase in legislative oversight gives credence to Eisner's observation that "[w]e have inadvertently designed a system in which being good at what you do as a teacher is not formally rewarded, while being poor at what you do is seldom corrected nor penalized" (Simpson, 1992).

To respond to the public demand for improved efficiencies and increased quality, many colleges have turned to industry-based principles of quality as a means of "fixing" their systems. The past ten years has seen an explosion of literature on the quality movement, with Deming (1986), Juran (1988 and 1989), and Crosby (1979 and 1984) sparking the movement known as Total Quality Management (TQM). The concepts forwarded by these quality pioneers have been

applied to education by Seymour (1992, 1994, and 1995) and Cornesky (1993), among others. Synthesis of these related works generates the following common themes: a customer focus, continuous improvement, management by fact, benchmarking, respect for people, and use of a systems approach. A 1993 survey reported that seven in ten institutions of higher education were using TQM (Seymour, 1994).

Yet many institutions stumble as they prepare to implement their quality programs. The 1993 survey by Seymour indicated that only one in ten institutions was extensively using TQM. Hammons (1994) noted that TQM is not for every college - that it implies a mindset of unrelenting desire for quality, team-work, empowered employees, long-term thinking, and rewards for results. While these traits are desirable, many colleges today exhibit a willingness to settle for less, support divisive competitiveness between college departments, focus on the short-term, and have no reward system at all.

The problem (and the solution) lies not in the desire for quality but in the implementation of the processes used to achieve that quality (Brown, Hitchcock, and Willard, 1994). Administrators and faculty alike are looking for quick fixes. This implies linear thinking, with starts and stops, rather than the continuous improvement espoused in TQM. The quality movement suggests that circular thinking is needed instead. Deming preached the use of the "Shewart Cycle" of Plan-Do-Check-Act, which parallels the Japanese concept of *kaizen* - a series of small incremental improvements continually applied to processes (Deming, 1986, Imai, 1986). To be successful, colleges must take a long-term look at their programs, using a manageable process. I believe that the process college leaders are looking for may be found in another industry-based system that is migrating to education - the Malcolm Baldrige National Quality Award.

The Malcolm Baldrige National Quality Award

The Malcolm Baldrige National Quality Improvement Act of 1987 created an annual quality award for the United States that is similar to the Deming Prize awarded in Japan. The award has three purposes (Reimann, 1989):

- Promote quality awareness
- Recognize quality achievements of U.S. businesses, and
- Publicize successful quality strategies.

The award criteria are based on two-fold, results-driven goals of delivery of increasingly better (but profitable) value to customers, and second, improvement of overall performance and capabilities. While only a handful of innovative companies have "won" the award, thousands of organizations have looked to the rigorous award criteria as a means of self-assessment. *Yet, the word is not out.* In a recent survey of 108 community college chairs that I conducted, over 58% had not heard of the Baldrige Award. In the past eight years, the criteria have served as a major change agent in business, and an increasing number of educational organizations are now using them for self-assessment and planning. Because of the success of the Baldrige in raising the quality consciousness of corporate America, the Department of Commerce and the Department of Education jointly have developed award criteria applicable to educational institutions, and have launched a pilot project to extend eligibility to educational institutions

(U.S. Department of Commerce, 1994).

The beauty of the Baldrige lies not in the award but in the evaluative process behind it. The seven categories of award criteria offer the framework needed for college assessment. Each of these seven categories have specific areas that administrators can use to assess their programs. Self-studies built using these criteria can become living documents, driving continual renewal of programs and maximizing the human investment of time and energy consumed in a review. With their focus on *process* rather than *product*, the criteria move a college from a crisis management approach to one of continual improvement of service. Palmer (1994) criticized past evaluation processes because of their tendency to focus on actions rather than results. The Baldrige criteria force one to examine the *how* rather than the *what*, and in doing so, to move beyond bean-counting and towards real change.

Use of the Baldrige Criteria

A college or university does not have to actually apply to win the award in order to gain the benefits of the Baldrige. The concepts can be adapted and applied at all levels of the institution. The criteria provide an accepted, proven framework with which to assess the elusive concept of quality. By emphasizing process, much of the fear and resistance that normally exists when change is occurring is removed. Second, they focus on "value-added" performance. Quality that bankrupts a college is useless. Cost effectiveness that turns away constituents is useless. The dual focus on student/constituent satisfaction and school performance results place these criteria outside the theoretical realm and into the practical, giving chairs and other leaders the tools to move their college forward. Third, the criteria link leadership, planning, information management, and personnel management to the overall results, giving a framework for teamwork and empowerment. Finally, they are non-prescriptive - they never define what must be done, but give the college maximum flexibility to define their own quality levels through examination of processes. Seagren and associates (1994) noted that chairs must be prepared to transform their units through searching, self-examination, reflective thinking and development. The criteria offer excellent focus areas for this self-examination and reflection.

Thor (1994b) stated that the "failure of the leader to lead is one of the chief causes of failure in TQM implementation." The first category, Leadership, examines how college administrators personally set the direction for their units, developing and maintaining an environment that fosters performance excellence. This category addresses how this leadership team tackles the issues of the college vision, values, safety issues, and public citizenship of its students as they relate to performance expectations.

The next four categories are linked together in a systems approach. The strategic planning component reviews how strategic directions are set and how internal and external factors are analyzed and translated into actionable plans. The focus of the planning should be to use the human and program resources to achieve the goals of both multiple customer satisfaction and college viability. The next two categories look at program development and delivery, as well as the management of the people that make the programs a reality. The three categories of planning and program/personnel development are supported by measurable data, so that decisions are based on fact and credible benchmarks, and not supposition.

Kibbee noted that the "quality of a university is measured more by the kind of student it turns out than the kind it takes in" (Simpson, 1992). The dual goals of the Baldrige process critically examine the quality of the student a college turns out, not forgetting at the same time the college's ability to remain viable. Rio Salado Community College has started this process, viewing students as members of the teaching-learning team, and involving them in feedback and assessment of their own learning (Thor, 1994a). However, LeTarte and Schwinn (1994) warn that all constituencies must be served, and not to focus solely on students as customers. They believe that students "are not the sole interpreters of quality or of appropriate service." The Baldrige criteria bring focus to this discussion by examining the expectations and satisfaction levels of current students, future students, and college stakeholders (parents, employers, other schools, communities, industrial partners, etc.), as well as the business success of the college.

Summary

Mahoney and Thor (1994) state that the "Baldrige Award model is a management breakthrough; ... years of writing and research by management experts have yielded nothing as important as the Baldrige Award in terms of codifying the management process." College leaders need to become more familiar with the seven Baldrige Award criteria and the potential they afford for college improvement. They provide a usable tool for assessing academic and non-academic programs and developing strategies for continuous improvement. Through the process, quality becomes not a noun but a verb ... not a destination but a road on which one journeys. Application of the seven Baldrige criteria will help leaders in institutions of higher education chart a better course for this journey.

References

Brown, Mark G., Hitchcock, Darcy E., and Willard, Marsha L. (1994). Why TOM Fails and What To Do About It, New York: Irwin Professional Publishing.

Cornesky, Robert A. (1993). The Quality Professor, Madison WI: Magna Press.

Crosby, Philip B. (1979). Quality Is Free: The Art of Making Quality Certain, New York: McGraw-Hill.

Crosby, Philip B. (1984). Quality Without Tears, New York: McGraw-Hill.

Deming, W. Edwards. (1986). Out of Crisis, Cambridge MA: MIT Center for Advanced Engineering Studies.

Hammons, James O. (July/August 1994). "Can Total Quality Management Succeed at your College - Now?", Community College Journal of Research and Practice, 18 (4), pp. 335-344.

Imai, Masaaki. (1986). Kaizen, New York: Random House Business Division.

Juran, J. M. (1988). Juran on Planning for Quality, New York: The Free Press.

Juran, J. M. (1989). Juran on Leadership for Quality, New York: The Free Press.

LeTarte, Clyde E. and Schwinn, Carole J. (July/August 1994). "Evolution of TQM Principles and Practices at Jackson Community College", Community College Journal of Research and Practice, 18 (4), pp. 369-380.

Mahoney, Francis X. and Thor, Carl G. (1994). The TQM Trilogy: Using ISO 9000, the Deming Prize and the Baldrige Award to Establish a System for Total Quality Management, New York: Amacom.

Palmer, James C. (1994). "Educational Planning and Assessment", in Cohen, Arthur M. and Brawer, Florence B. (eds.), Managing Community Colleges, San Francisco: Jossey-Bass Publishers, pp. 457-474.

Reimann, Curt W. (1989). "The Baldrige Award: Leading the Way in Quality Initiatives", Quality Progress, July 1989, pp. 35-39.

Seagren, Alan T., Wheeler, Daniel W., Creswell, John W., Miller, Michael T., and VanHorn-Grassmeyer, Kimberly. (1994). Academic Leadership in Community Colleges, Lincoln NE: University of Nebraska Press.

Seymour, Daniel T. (1992). On Q: Causing Quality in Higher Education, New York: American Council on Education & Macmillan Publishing.

Seymour, Daniel T. (ed.). (Summer, 1994). Total Quality Management on Campus: Is It Worth Doing?, *New Directions for Higher Education*, 22 (2), No. 86, San Francisco: Jossey-Bass Publishers.

Seymour, Daniel T. (1995). Once Upon a Campus, Phoenix: Oryx Press.

Simpson, James B. (1992). Webster's II New Riverside Desk Quotations, Boston: Houghton Mifflin Company.

Thor, Linda M. (Summer 1994a). "Value-Added Education: A President's Perspective", in Seymour, Daniel T. (ed.). Total Quality Management on Campus: Is It Worth Doing?, *New Directions for Higher Education*, 22 (2), No. 86, San Francisco: Jossey-Bass Publishers.

Thor, Linda M. (July/August 1994b). "Introducing the Human Side of Total Quality Management into Educational Institutions", Community College Journal of Research and Practice, 18 (4), pp. 359-368.

United States Department of Commerce. (1994). The Malcolm Baldrige National Quality Award - 1995 Education Pilot Program, Gaithersburg MD: National Institute of Standards and Technology.

**UTILIZING EFFECTIVE CONFLICT MANAGEMENT
TOOLS AND PRACTICES TO HELP
YOU SWIM AMONG SHARKS**

By

**Tony Strawn
Chair, Arts/Humanities
Henderson Community College
Henderson, KY**

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

503

517

Biographical Sketch

I have been teaching at Henderson Community College for the past 18 years. I have been chair of the Division of Arts, Humanities and Related Technologies for six years, from 1987 -1990 and again from 1993 to the present. My teaching areas are speech, interpersonal communication, journalism and photography. I have presented seminars on conflict resolution and management to several area businesses. I advise the student newspaper. My undergraduate degree is from Murray State University in Murray, KY and my master's degree is from the University of Evansville in Evansville, IN. I hold the rank of full professor at HCC. I am a member of the College Media Advisers Association and have held a variety of committee chair positions in that national organization. I have been married for 19 years to Margaret. We have one child, Todd Christopher, who is 11.

Which way does the toilet paper come off the roll? Over the top or under the bottom. Do I squeeze the toothpaste from the bottom of the tube or the middle? Where are we going to have dinner this evening?

Sound familiar? Conflict in our lives is not hard to find. I believe, however, in most of our lives it is not the major conflict situations that get us into trouble and make us feel like we are overcome by the problems conflict brings. I believe it is the additive effect of the little things. A long time ago I was asked if I had ever been stepped on by an elephant. I said no of course. Then I was asked if I had ever been bitten by a mosquito. I looked at the person and said of course, several times. The person turned to me and said that is the point to remember about conflict: it is not the big things in life that get you, it is the little things.

I have tried to remember this simple illustration as I go through my daily routine and try not to let the little things add up to big things.

It is important to have a common definition of conflict as we go through the rest of this paper. The definition I use is "*the perceived inability of two or more parties to share a limited resource*". While this may not be your operating definition for conflict, it is the one this paper is based.

Conflict is a subject that seems to bring about fear in many people. And why not? Some synonyms for conflict include battle, brawl, clash, competition, fight, duel, struggle, trouble and violence. These aren't words that bring up pretty pictures in a person's mind, but the important thing to remember is conflict can be constructive.

There are two sayings I like to remember when looking at conflict. The first, **Change Involves Risk** and the second, **Conflict Allows For Creativity and Growth**.

Many people try to avoid all conflict in an effort to make life easier. The fact is it is impossible to avoid conflict. You may not be faced with conflict situations whose outcomes will decide if your school remains open or your department is funded appropriately, but you will be faced with conflict everyday.

A multitude of research exists on this topic. I simply typed in a key word search for conflict in our college library and came up with 3,687 hits! There certainly is no lack of opinions, research or ideas regarding what to do about conflict. I do not suppose to be an expert on conflict resolution and what the best method to use is in every conflict situation you are faced with day in and day out. I do believe I have found some useful techniques that allow me to cope with conflict and still be a reasonably happy person. In this paper I will look at some of the current research on conflict, then go to how to handle conflict situations, and finally offer some gimmicks that work for me and hopefully will be helpful to you.

Let's start with some of the current research dealing with the issue.

Conflict can be either productive or dysfunctional according to Witteman (1991). He describes the difference this way. "*Productive conflict involves the critical evaluation of ideas. In dysfunctional conflict, members either completely suspend evaluation or focus it on the behavior and personality of other members.*" (p. 28) Productive conflict is positive, depersonalized, substantive, and cooperative. Dysfunctional conflict is negative, personalized, affective and competitive. It will be productive for leaders to take a little time to review some of the conflict situations they encounter and make a list of the characteristics that describe their conflict.

Groups forming a mutual understanding of depersonalized conflict, both competitive and cooperative, will more likely reach consensus and cohesion according to Pace (1990, p. 92).

Many causes of conflict can be listed. Information, either too much or not enough, resources, hidden agendas, expectations, needs, power and control, values, attitudes and beliefs, ethics and personalities are just a few that leap to mind. It is critical in conflict management to find out the source of the conflict. If you can get to the root of the problem, then you stand a chance of resolving the situation.

The wave of the future, according to some anyway, is the World Wide Web. I thought as long as I was doing some research on conflict why not surf the net for a moment. Well folks, like the key word search in the library I did a key word search first in Yahoo. 58 hits. I then searched Lycos. An amazing 7,389 hits! I didn't have the time to look at all of them -- who would -- but I did find a couple of interesting sites. If you have the time and technology, you might go to <http://www.igc.apc.org/conflictnet/> to do some browsing. This is a pay site that offers new research and also chat lines on all aspects of conflict. The second interesting location is <http://witloof.sjsu.edu/peace/conflict.html> (United States Institute of Peace). This site offers internet links to journals and news clippings, mailing lists, networks and upcoming programs on all aspects of conflict. I want to add a little disclaimer here to say that I have not spent a ton of time at either site but they do look like they would be worth exploring. This is not a plug to sign up for the service and I get no kick back on the fees.

Let's move on to some of the ways to try and handle conflict in your daily routines.

One of the most widely used models of conflict management was developed by Kenneth W. Thomas and Ralph H. Kilmann. They developed a model that involves five styles of handling conflict. The five are avoiding, accommodating, compromising, collaborating and competing.

The **avoiding style** is used by an unassertive and uncooperative per-

son. This individual does not immediately pursue either his concerns or the concerns of others. Rather, he does not address the conflict and pretends it is not there. An avoider might sidestep the controversy, attempt to postpone the issue or withdraw from the situation. This can be useful if the conflict is trivial in nature or the potential damage of confronting the situation outweighs the benefits of resolving the issue.

The **accommodating style** is used by an individual who neglects his own concerns in an attempt to meet the concerns of another in the conflict. A person who chooses the accommodating style tends to avoid conflict but once he becomes involved will tend to self-sacrifice and obey orders that he would prefer to disobey. This style can be useful if you realize you are wrong. It can be used to show you are a reasonable person who will listen to other viewpoints and it can be used to build up social credits, if you like to play games.

The **compromising style** is used by assertive individuals in an attempt to find practical, expedient and mutually acceptable solutions. A compromising person gives up more than a competing person, but less than an accommodating person. This is effective as long as both sides in the compromise feel they have received something from the other. This style can be useful in labor negotiations and in achieving a temporary settlement to a complex issue.

The **collaborating style** is the opposite of avoiding and includes both assertive and cooperative elements. This person attempts to work with other parties until a solution is discovered that fully satisfies the needs of all concerned. For this style to work, all parties must be willing to disclose considerable information and a high level of trust must exist. This style is useful when both sets of concerns are too important to be compromised or when it is important to merge insights from people with different perspectives on a problem.

Finally the **competing style** is used by a person who is assertive, bordering on aggressive, and uncooperative. This person pursues his own objectives at the expense of others. This person employs power-oriented strategies to achieve objectives. This person likes to win and develops win-lose resolution situations. This style can be useful when quick, decisive action is needed or with important issues where unpopular courses of action need implementing such as cost cutting or staff reduction.

A complete explanation of the five styles can be found in Understanding Interpersonal Communication by Richard Weaver. The new seventh edition came out in December of 95. Harper Collins is the publisher.

Finally, I would like to spend some time looking at some little gimmicks I have picked up and developed over the years to help me with conflict.

I believe it is important to step back and take a personal inventory of conflict in your life. I use these five statements to assess my personal conflict. I encourage you to do the same. 1. The greatest source of conflict in my family right now is 2. The greatest source of conflict in my job right now is 3. There would be less conflict in my life if I was not 4. I am more likely to get into arguments when and 5. The conflicts in my life over which I have the most control are related to my Answering these five questions will help give you some perspective on your current conflict level and what you can do about it.

This brings up an important point – perception. When it comes to conflict, I have found that perception is more important than fact. It does not matter if there is conflict or not, but rather if there is a perception that conflict exists.

Timing is important when it comes to dealing with conflict. Richard Greene, in his article, "Seven Steps to Winning a Fight" (Forbes 1988), listed seven ways to help you decide when it is the best time to win a fight. His first point is that timing is key. I knew an office where the first line supervisors had purchased two coffee cups for the boss's secretary. One had a smiley face the other had a frowning face. The secretary agreed to try and use the cup that generally reflected the mood of the boss on that day. The cup served as an indicator to the supervisor if the timing was right on that day to approach the boss.

Greene's second point is be direct. Most conflict resolution styles stress that the direct approach is best. It tends to lessen game playing and reduce defensive behaviors in both parties.

Next is don't go in angry. In many school systems teachers are not allowed to spank a child until they get an adult witness. Part of the rationale behind this system is the time it takes the teacher to find the other adult will give the teacher time to calm down. This example is further illustrated by the old saying of counting to 10 before you criticize someone.

The fourth point is to make sure the issue is clear to everyone before you begin resolving the conflict. Many times if you will take a few extra minutes to explain the issue, the conflict will go away.

Greene's fifth point is my favorite. If you can't win, give up. Many times our egos will not let us admit we have lost, when in our hearts we know we have. As the saying goes, you can't win them all. A similar adage to this point that I keep in mind comes from the military. "Is this a hill worth dying for?" Many times we are involved in conflict that is just not worth the trouble. Take a time out, step back and see if this is really worth the effort.

Good editorials in newspapers will present a problem but then offer a solution. This is an excellent point to keep in mind when addressing an is-

sue. If you are always going into the boss with problems but no solutions, he may well get tired of seeing you. Try to have possible solutions to the conflict situations when the process starts.

Greene's final point is to always try to keep the other party's goals in mind. There is another side in conflict situations; try and keep an open mind.

The final suggestion I would offer to help in working through your conflict situations is to journal. If you have been to any of the other NCCCA conferences, you know this is an area that is strongly recommended to use. I teach interpersonal communications and I require students to keep a journal. The entries in the journal address communication situations that the students encounter during the semester. To be honest, they generally hate the assignment in the beginning. At some point in the semester I will start to see entries that relate to how keeping a journal has helped them to see tendencies in their communication that they were not aware of before. There is a book that will help with journaling that I would recommend. Communicating With Myself: A Journal by Jacquelyn B.. Carr is published by W. C. Brown and should help you in getting your journal started.

I have a couple of good exercises that help a person identify the conflict style they tend to use and also how to work through conflict. I would be happy to send anyone a copy who might be interested. Thanks for taking the time to read my ramblings and enjoy the conference.

REFERENCES

- Weaver, Richard L. Understanding Interpersonal Communication. New York: Harper Collins, 1993.
- Lumsden, G. and Lumsden, D. Communicating in Groups and Teams. Belmont: Wadsworth., 1993.
- Adler, R. and Towne, N. Looking Out. Looking In. Orlando: Harcourt Brace, 1993
- Pace, R. C. "Personalized and depersonalized conflict in small group discussions: An examination of differentiation." Small Group Research 21 1990: 79-96.
- Witteman, H. "Group member satisfaction: A conflict related account." Small Group Research 22. 1991: 24-58.
- Greene, R. "Seven Steps to Winning a Fight." Forbes 25 July 1988: 200-201.

***THE VIRTUAL CLASSROOM:
GREAT EXPECTATIONS***

By

Al Seagren
Director
and
Britt Watwood
Assistant Director

Center for Study of Post-Secondary Education
University of Nebraska
Lincoln, NE

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

511

524

Professional Expertise of Presenters

Dr. Alan Seagren is the Director of the Center for the Study of Higher Education, Professor in the Department of Educational Administration and former Vice President of Administration for the University of Nebraska system. He is skilled in designing and developing leadership training material for chairs, strategic planning and TQM. He is co-author of the ASHE-ERIC Higher Education Report Number One - *The Department Chair: New Roles, Responsibilities and Challenges*, and the 1994 book *Academic Leadership in Community Colleges*. In addition to coordinating the credit portion of the **Institute for Academic Leadership Development**, he directs the Distributed Education doctorate for the Department of Educational Administration.

Britt Watwood is an Instructor in the Department of Educational Administration, University of Nebraska-Lincoln and Assistant Director of the Center for the Study of Higher and Postsecondary Education. A retired Navy Commander, he spent six years working on Department of Defense and Navy quality initiatives. He recently coordinated the University of Nebraska's Academic Program Review for the Department of Educational Administration, using the Malcolm Baldrige National Quality Award criteria as a model for the review, and published an article on this process in *Academic Leadership*. He currently co-teaches 3 virtual courses using the *Lotus Notes* system.

Delivering Graduate Education By Computer: A Success Story

Al Seagren and Britt Watwood

Introduction

Distance Education, or more correctly, Distributed Education, stands to have a greater impact on the character and shape of higher education than any innovation since the invention of the printing press in medieval times. The Virginia Commission on the University of the Twenty-First Century reported that higher education is evolving as follows (Potter and Chickering, 1991):

- The college will be a network of resources, not a place.
- Offerings will give students a global, multicultural perspective.
- Widespread use of new technologies will improve the quality of instruction, increase contact between students and faculty, and reduce constraints on time, place, and space.
- Living and learning will be more closely integrated outside the classroom.
- Teaching will be more responsive to individual differences.
- Faculty roles, responsibilities, and rewards will expand and change.
- Colleges will be increasingly interdependent with other educational providers and the private sector.

The Virginia findings above illustrate the fundamental change that is occurring as electronic distributed instruction becomes the norm for colleges. Institutions of higher education are conservative creatures by nature; slow to change, especially from within. As this change in the delivery of instruction overtakes colleges, thought needs to be given to the fundamental concepts of adult education, especially regarding the role of the learner in the educational process.

Electronically Distributed Education

Colleges are now just entering the stage where multiple networks exist, the type machine one uses is transparent, and the emphasis is finally shifting off the machine and on to the message. This shift in emphasis is critical, but it is impacting the established culture of higher education. This culture still emphasized the professor as "information-giver", when the new student of the information society looks for high quality, expertly delivered, active collaborative learning. Many faculty are uncomfortable with initiating change of the magnitude necessary to incorporate multimedia instruction and distance delivery into their programs. Yet the public is demanding precisely this type of change.

Electronically distributed education is not a new concept. Five years ago, Turoff detailed some of the changes occurring in the "virtual classroom" (a term trademarked by the New Jersey Institute of Technology) (Harasim, 1990, p. ix):

- Students and instructors do not have to meet at the same time because the computer stores their communications. Online education is available at any hour of the day or night, seven days a week.
- Students can communicate with one another to promote collaborative learning. This is understood to be as important a part of the learning process as student-

teacher communication.

- Students anywhere in the world can be part of a single class. Teachers can be anywhere in the world and still team-teach a course.
- The computer provides specialized communication that can actually improve what is done face-to-face in classes.
- The technology is inherently cheaper than telephone or video conferencing for providing communications.

The Distributed Education Project of UNL

The Department of Educational Administration at the University of Nebraska-Lincoln now offers doctoral courses in a distributed manner via computer as part of an approved doctorate in Educational Leadership in Higher Education.

As the world moves into the information age, the emerging political, social, and economic environments demand that higher education increase its learning productivity if it is to continue to enjoy public support. The dollars available for education are decreasing at all levels, forcing institutions to deal with the issues of efficiency and effectiveness, without lowering quality. Most institutions still equate distance education with interactive television, which is expensive to operate and still restricts individuals to time and place constraints. The authors believe that higher education must respond to changing customer expectations. Students want high quality learning experiences delivered to them at reasonable cost and at their convenience, that is, their choice of time and place. The project was therefore directed towards the development of teaching - learning that was both pedagogically sound and cost-effective.

At the start, two major considerations were made. First, technology in the form of more and better presented information was not seen as necessarily improving the teaching - learning process. Of course, more information widens learning opportunities, but without interaction, learning is not enhanced. There are a range of interactive methodologies available, such as the widely used interactive television, but they were considered too expensive and, more importantly, did not free the student of time and space considerations. Second, the decision was made to use a direct call off-line system rather than Internet for computer instruction. While the Internet was considered because of its capacity for a degree of interactivity and its wide use for teaching purposes throughout the world, many adults in the areas served by this land-grant institution live in rural areas still not served by Internet connectivity, and much of the existing software for Internet interaction does not facilitate conversational active teaching - learning dialogue.

A distributed education methodology was therefore developed which enables courses to be taught through **virtual** interaction and collaboration. The method is based on computer groupware, in this case *Lotus Notes*, which provides for open interaction between group members. The programming consists of questions designed to promote discussion as each student response is shared with other group members. The teacher's role is to work with the group and lead it through the search for shared meaning.

The Distributed Educated Method

The world of tomorrow will be increasingly interconnected electronically. Kids are already cruising the Internet, and the potential good that comes from democratic access to information gives hope for the future of this country. Senge (1994) noted that computers, TV's, encyclopedias, and modems have eclipsed the power of the classroom to provide information. As an indicator of the growth taking place in electronically distributed information, the World Wide Web grew from 623 sites in December 1993 to 11,576 sites in December 1994, and current estimates are that there will be over 30,000 sites by the end of 1995 (Cartwright and Barton, July/August 1995).

Distributed education is not distance education, because it is based on the creation of a learning dialogue between participants in collaborative learning groups - no matter the participants' locations or time in which they choose to interact. The method is based on creating and sharing documents among a learning group.

The course material is set out in modular form, each module with a set of readings, questions and assignments requiring response from individual students or from small groups. Students write their responses and send them to the virtual class meeting by a process of database replication which distributes all documents to all class members, including the teaching staff. Each student is expected to comment constructively on approximately 20% of the other group members presentations as a means of promoting interaction and maintaining the teaching dialogue.

In this distribution project, students with compatible software logged into the computer server at the time of their choosing, replicated (in under 3 minutes) the databases containing instructional work and work by their fellow students, then worked off-line to complete assignments and respond to other students. All of the comments made by Turoff above were true of these classes. Education (and learning) was available 24 hours a day. Students did learn from each other as much (or more) than they learned from the professors. Distance and location became a moot point. Students were located throughout the 400-mile width of Nebraska and as far away as the island of Guam. It was particularly interesting to watch students of the two cultures (Midwest and Pacific Island) interact and learn from each other! The written responses from the student appeared to contain thoughts from a deeper level of cognition than those verbalized in a face-to-face class, and inhibitors of gender, personal appearance, and the like disappeared in this virtual class. One professor "teaching" the course taught from Australia; the others from Lincoln. Finally, the students using this software praised it as a lower cost (from the student perspective) way of obtaining an education because of savings in travel time and costs.

Equipment requirements can normally be met by university departments, often from existing resources. For Lotus Notes, an IBM-compatible 486PC, with 16 MB RAM, at least 400 MB disk capacity, and high speed modem, is needed together with Lotus Notes server software. Each student requires a workstation which may be a 486PC with 8 MB RAM and at least 50 MB of available disk space, or equivalent Macintosh machine, plus modem.

Future Directions

Turoff warned that the most serious bottleneck to the introduction of this technology in colleges is not the technology itself nor the costs involved, nor the adaptability of the students, but the retraining and adaptability of the faculty (Harasim, 1990). The problem lies not with the pre-school, elementary and secondary school training given to Generation X (and their children), but with the training given to those who will teach these students. Student's computer skills have already outdistanced those of faculty (Deaton, 1991). This poses a major challenge to college administrators. Seagren et al (1994) found that four of the top eleven highest ranking challenges identified by 80% or more of the community college chairs in their national survey were related to technological issues. These chairs' concerns include:

- Changing the curriculum to respond to technological development,
- Keeping pace with the increasing cost of technology,
- Securing and maintaining state-of-the-art technical equipment, and
- Increasing the use of computers in the classroom.

It is interesting that faculty apathy towards using technology did not make the list, though one can assume it lies as a root cause to the fourth concern above.

One concern is that, as faculty move forward, they will continue to be fixated on the technology and not on its application. While the authors saw wonderful results with this project, it appeared to have adult learners who were self-motivated and self-actualizers. These may not be representative students for large scale adoption of this technology, particularly at the undergraduate level. Both students and faculty are going to have to unlearn past practices in order to succeed in the active learning mode of the future. This process involves profound change, and change is uncomfortable to most.

Felder (1995) stated that it is a reasonable premise that students learn more by doing things than watching a professor and listening to lectures. The authors concur. Learning is enhanced through interactive collaborative dialogue, but courses must be redesigned to match this new mode of learning, and the collective body of educators need to begin seriously discussing how to make this change. One can not simply take an old syllabus and place it on *Lotus Notes*. Turoff stated that online professors will be facilitators of group communication, organizers of group learning activities, and resident consultants (Harasim, 1990). The author's project has demonstrated that an international faculty can teach international student classes with membership drawn from anywhere throughout the world. This aim is consistent with the needs of an increasingly interconnected globe. Most teachers now teach as they were taught, so faculty will have to all learn new ways of teaching - ways that are more facilitative in nature and less "professorial." College leaders, using transformational processes, must develop their faculty and staff to get back to the basics, using these new tools to enhance the learning processes of students. Distributed education offers a wonderful tool to enrich all of society. All educators must work collectively to see that it reaches its potential.

References:

- Cartwright, G. Phillip and Barton, Lyle. (July/August 1995) "Beyond E-Mail: The World Wide Web," Change, 27(4), PP. 46-49.
- Deaton, William L. (1991) "CBT and Higher Education: Issues, Barriers, and Solutions," in Shlechter, Theodore M. (ed.), *Problems and Promises of Computer-Based Training*, Norwood NJ: Ablex Publishing Corp.
- de Jong, Ton, and Sarti, Luigi. (1994) *Design and production of multi media and simulation - based learning material*, Dordrecht, Netherlands: Kluwer.
- Drucker, Peter F. (1993) *Post-Capitalist Society*, New York: HarperBusiness.
- Felder, Rich. (1995) "We Never Said It Would Be Easy," Chemical Engineering Education, 29(1), pp. 32-33.
- Harasim, Linda M. (ed.). (1990) *Online Education: Perspectives on a New Environment*, New York: Praeger Publishers.
- Kaye, Anthony R. (ed.) (1991) *Collaborative learning through computer conferencing*, The Najaden papers, NATO ASI Series, Series F, Volume 90.
- Kotter, John P. (March/April 1995) "Leading change: Why Transformation Efforts Fail," Harvard Business Review, 73, March/April 1995, pp. 59-67.
- London, Herbert I. (1990) "Death of the University," in Cornish, Edward (ed.), *The 1990s and Beyond*, Bethesda MD: World Future Society, pp. 35-40.
- Mason, Robin and Kaye, Tony. (1990) "Toward a New Paradigm for Distance Education," in Harasim, Linda M. (ed.). *Online Education: Perspectives on a New Environment*, New York: Praeger Publishers, pp. 15-38.
- Muffoletto, Robert, and Knupfer, Nancy Nelson. (1993). *Computers in Education: Social, Political, and Historical Perspectives*, Cresskill NJ.: Hampton Press.
- Potter, David and Chickering, Arthur W. (1991) "The 21st Century University: The Role of Government," in Sims, Ronald R. and Sims, Serbrenia J., *Managing Institutions of Higher Education into the 21st Century: Issues and Implications*, New York: Greenwood Press, pp. 10-30.
- Seagren, Alan T., Wheeler, Daniel W., Creswell, John W., Miller, Michael T., and VanHorn-Grassmeyer, Kimberly. (1994). *Academic Leadership in Community Colleges*, Lincoln NE: University of Nebraska Press.
- Senge, Peter M.; Kleiner, Art; Roberts, Charlotte; Ross, Richard B.; and Smith, Bryan J. (1990) *The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organization*, New York: Currency/Doubleday.
- Shlechter, Theodore M. (ed.). (1991). *Problems and Promises of Computer-Based Training*, Norwood NJ: Ablex Publishing Corp.
- Thor, Linda M. (July/August 1994). "Introducing the Human Side of Total Quality Management into Educational Institutions", Community College Journal of Research and Practice, 18 (4), pp. 359-368.

***WELCOMING DIVERSITY:
CELEBRATING OUR DIFFERENCES
AND ACKNOWLEDGING OUR COMMON EXPERIENCES***

By

Allatia Harris
Dean, Communications
Mountain View College
Dallas, TX

and

Shyrel Hosseini
Dean
Front Range Community College
Westminster, CO

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

519

531

ALLATIA HARRIS

Allatia Harris is Dean of the Communications Division at Mountain View College in Dallas, Texas. A Professor of Speech Communication at Mountain View College since 1978, she was appointed to the dean's chair in 1994. She is a native Dallasite who received her Bachelor of Arts and Master of Arts Degrees from North Texas State University in Speech Communication. She continued her graduate studies at the University of Southern California, also in Speech Communication. In 1991, she participated in diversity leadership training with the National Coalition Building Institute (based in Washington D.C.), and she has remained an active member of the North Texas Chapter of NCBI since that time. She frequently conducts diversity training/prejudice reduction workshops for student and faculty groups, civic organizations and churches, and private industry. She has chaired the Mountain View College Multicultural Committee since 1992. In 1993 she was recognized by her college as Innovator of the Year for her work with multicultural issues in the classroom and her college community. Allatia attended the Institute for Academic Leadership Development, 1994-1995.

She lives in Seagoville, Texas, with her husband and teenaged son.

Welcoming Diversity: Celebrating Our Differences and Acknowledging Our Common Experiences

One goal of the 60's and 70's was to prove our equality. The research of the 90's underscores that we are quite different. Men and women communicate differently; blacks and whites perceive the news differently; today's students and today's professors have different expectations of the classroom. We must learn to value these differences while acknowledging our common experiences.

Are our differences, as some naysayers bandy, tearing our nation apart? Why can't we all just get along? Forget diversity or celebrate diversity?

We are not all alike. The civil rights marchers of the sixties worked to provide equal opportunities for us all, to insure equal protection under the law for us all, but they knew we were not all alike. In Dr. King's famous "I Have a Dream" speech, he refers to a future in which children of all colors hold hands. One beauty of that speech is that Dr. King specifically acknowledges the differences among the children who some day will hold hands to share the future of this country. Those children named in this famous speech are children of former slaves and former slave owners, of sharecroppers, and so on; he notes differences of economics and of race. The beauty of the vision lies in the many different groups represented by those who join together in the celebration of a common future.

Major diversity issues concern differences of race, gender, sexual orientation, class background, and religion. These are the diversity issues that frighten many of us. A common complaint heard during the 90's is that many have taken "this diversity stuff" too far. A student is a student, regardless of race, gender, or background. Each student, however, is aware of herself/himself as Native American or Caucasian, male or female, local or international. Her/His perception of the classroom is necessarily affected by these aspects of his experience of the world prior to his entry into that classroom. A poor white female who has experienced the world through blue eyes perceives her educational experience differently than a wealthy international student from Nigeria who has perceived a very different world through brown eyes.

But diversity - and our ability to celebrate diversity - extends beyond these rather obvious differences. Diversity issues also involve those of us who regularly "surf the Net" and those who miss the old card catalogue in the library. Those of us in liberal arts differ from those in the natural sciences. Administrators (!) experience the college (and students) differently than support staff and faculty. And full-time faculty serve students differently than adjunct faculty do. We have different learning styles, different teaching styles, different communication styles. Students of the nineties differ from students of the eighties.

ALLATIA HARRIS - MOUNTAIN VIEW COLLEGE

Must our differences divide us? ABSOLUTELY NOT! But attempting to deny our differences **MAY** divide us. The solution is to **CELEBRATE OUR DIVERSITY**. We can learn to appreciate our differences and to learn from our differences. We can learn to benefit from viewing the world (or any given situation) through a variety of perspectives rather than any individual's necessarily limited view.

A model for learning to maximize the benefits of the diverse makeup of our work groups, our student populations, and our communities is described in the following pages. The "Celebrating Diversity" session at the NCCCA conference will include discussions of issues of diversity which face the academic leader in the learning institution of the nineties.

WHY DISCUSS CELEBRATING DIVERSITY IN A SESSION FOR ACADEMIC LEADERS?

1. As academic leaders, our attitudes toward diversity influence the perceptions of those around us. As faculty, our attitudes towards other groups affect our students' understanding and respect for other groups. When our attitudes are positive and we appreciate the benefits of applying an inclusive perspective to our world view, we seek to correct under representations of groups which so often occur in existing textbooks. We seek out teaching materials and activities which more accurately represent the many groups which constitute our society.

2. As chairs and deans, our attitudes towards diversity affects our hiring practices and curricula decisions. Do we actively recruit new adjunct and full-time faculty who reflect the make-up of our student populations? When we celebrate, rather than "manage" diversity, we recognize the benefits of a diverse faculty to our students, to our programs, to our staff development, and to our institutions.

3. As managers we are required to be responsive to customer needs. As a dean, one of my primary responsibilities is to mediate faculty/student conflicts. What I discovered during my first year as dean was that nearly every student complaint I received had race or gender as at least one issue of the complaint. In some cases, I believe the student's complaint was valid; in others, the problem may have been the student's perception. In either situation, the prejudice was real to the student. The academic leader who "celebrates" diversity is comfortable with complaints of prejudice and can help the student sort through a "perceived" instance of prejudice or can help the faculty member address her/his problem and work on correcting real prejudices.

4. An atmosphere which "celebrates" diversity is an atmosphere which encourages individuality as well as group cohesion. Such an atmosphere allows each individual to feel respected and valued for herself/himself as well as valued for a part of the groups of which the individual belongs. Every member of the workgroup increases her or his world view and seeks input from those who might have different perspectives.

"Welcoming Diversity"

The National Coalition Building Institute (NCBI) was founded in the early 1980's and is based in Washington D.C. The NCBI prejudice reduction model, "Welcoming Diversity," was developed by Cherie Brown. The first "Welcoming Diversity," workshop was developed and used with college students at a Boston area university to mediate problems between Black and Jewish student groups. The model was next used with groups of students at a Boston junior high school where racial problems were intensifying. Since 1984, the model has been used in schools and universities across the United States. The model has now also been used with employees of several major corporations as well as in some government agencies in the United States. The NCBI workshop has been used internationally as well, as NCBI representatives have been called to the Middle East, Ireland, South Africa, and Great Britain to mediate disputes.

The NCBI model was first brought to Texas in 1990 by administrators at the University of North Texas as they sought a program to facilitate the multicultural needs of their university family. UNT invited representatives of the Dallas County Community College District to participate in the workshop. The workshop was so well received that Cherie Brown was invited to return to Texas to establish an NCBI affiliate group and to train associates to conduct "Welcoming Diversity" workshops in this part of the United States.

The premise of the "Welcoming Diversity" workshop is that bridges are built on pride, not guilt. Our prejudices are most often based on responses to "recordings" we were given as children or on isolated encounters with people of groups other than our own. Prejudice is not based on rational thought. Nor is prejudice innate. We were not born with prejudices; we were given them. The workshop, then, does not seek to blame any group nor to shame any individuals. The NCBI model offers a way for individuals to examine their prejudiced "recordings" and to free themselves of those beliefs.

The first half of "Welcoming Diversity" celebrates our differences and acknowledges our common experiences. All groups are valued in this workshop. No group's experiences are discounted. The NCBI model examines the prejudices associated not only with racism but also with differences of age, class, sex, physical handicaps, learning disabilities, and sexual orientation. This workshop allows participants to see that we have all been victims of prejudice, our own and that of other groups. Participants are invited to feel good about their own groups, and from that position, to build bridges with other groups.

The second half of the workshop personalizes prejudice and offers a proactive method for countering prejudicial remarks, slurs, and jokes. First, selected individuals in the group share a personal experience with prejudice and the impact it had on them. This portion of the workshop personalizes prejudice for all members of the workshop. Participants are then taught a proactive method to interrupt racial remarks, which focuses on erasing negative recordings, rather than shaming the individuals who make such slurs

or remarks. This piece of the workshop enables each participant to achieve small personal victories over prejudice.

The NCBI model is a positive and bonding approach to an issue which typically divides groups. Workshop participants achieve a closeness based on mutual understanding, concern, and a common purpose. This is a high energy workshop which utilizes participatory experiential learning. The theory which is introduced is incorporated into activities and put into practice immediately while the workshop leaders are available to facilitate. The workshop is flexible to allow groups to work on prejudices which directly affect the participants.

This workshop is most effective when used with a diverse group of participants. An effort should be made to include people of different races, job classifications, ages, etc. Groups are most effective when numbering 30 - 40 participants. An off-campus or out-of-workplace location is preferable. The morning session of the workshop lasts roughly three hours and twenty minutes. The afternoon session lasts about two hours and thirty minutes. It is important that participants attend all of the workshop with the same group. Participants have a morning and afternoon break with an hour break for lunch. Ideally, participants dine together for lunch.

While there are a number of models available for multicultural training, this model is especially uplifting. An NCBI belief is, "Guilt is the glue which holds prejudice in place." By diminishing shame and guilt and by building pride, diverse groups come together with a better appreciation of how alike we really are and how much we learn and grow because we are diverse.

Anyone interested in learning more about NCBI or anyone interested in having a workshop conducted at her/his institution may contact Allatia Harris or Dianne Berg at the addresses listed below. "Train the Trainer" is also available through the NCBI National Chapter. This training lasts three days and includes the workshop described here. Participants are trained to lead the NCBI workshop in their institutions and are encouraged to form their own groups to reinforce the celebration of diversity.

Allatia Harris
Mountain View College
4849 W. Illinois
Dallas, TX 75211

Dianne Berg
UNT Human Resources
P.O. Box 13497
Denton, TX 76203

***WHAT ARE THE ROLES OF THE CHAIR, FACULTY
MEMBER, AND DEAN IN STUDENT ASSESSMENT?***

By

Robert Sorenson
School of Education
University of Wisconsin
Madison, WI

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

527

538

PROFILE

Robert P. Sorensen
Associate Director/Senior Lecturer
University of Wisconsin-Madison
1025 W. Johnson Street
Madison, Wisconsin 53706

Education

Ph.D. University of Wisconsin-Madison, WI (Educational Administration)
M.S. University of Wisconsin-Stout (Technical Education)
B.S. University of Wisconsin-Stout (Industrial Technology)
B.S. University of Wisconsin-Stout (Industrial Education)

Professional Experience

Associate Director/Senior Lecturer, Center on Education and Work, University of Wisconsin-Madison, 1989-Present

State Director, Wisconsin Technical College System, 1979-1989

President, Moraine Park Technical College, Fond du Lac, WI., 1971-1979

Administrator, Supervisor, Instructor, Northcentral Technical College, Wausau, WI., 1961-1971

Special Honors and Awards

President, Wisconsin Academy of Science, Arts and Letters

President, National Association of State Directors of Vocational, Technical and Adult Education

President, University of WI-Stout Foundation

President, Fond du Lac Association of Commerce, Fond du Lac, WI

Award - WI Chapter, National Women's Political Caucus for the Advancement of Women's Equity

Milwaukee Journal's "Wisconsin in the 80's Forum," one of eighty persons selected as being perceived as leaders in WI during the 80's

University of WI-Stout's Distinguished Alumni Award

University of WI-Stout's Athletic Hall of Fame

Jewish Women's American ORT (Organization for Rehabilitation through Training) of WI, "The book of Golden Names for Israel"

Selected Consulting/Evaluation Experience

Arkansas Board of Higher Education, Developing Technical Colleges

Georgia Department of Education

World Bank, Seminar presenter, Turin, Italy

Kentucky Department of Vocational Education

National Governors Association Committee on Excellence in Work, Sacramento, CA

National Alliance of Business (NAB), Washington, DC, Evaluation of a Food Service Internship Program for the State of Illinois

State of Maine - Board of Technical Education

Association of Independent Colleges and Schools, Committee on Evaluation Standards

North Central Association of Colleges and Schools - 20 years

Recent Publications

Hernandez, V., Sorensen, R., & Nieri, A. (1995). *Fostering Economic Development and Entrepreneurship in the Community: Guide Book of Opportunities for Two Year Technical Colleges.*

Hernandez, V., Sorensen, R., & Nieri, A. (1995). *Fostering Entrepreneurship: The Role of Postsecondary Technical Education, Case Studies.*

Phelps, A. & Sorensen, R. (1992). *A Study of Ohio's Secondary and Postsecondary Vocational and Technical Education*, Ohio Commission on Educational Improvement.

What Are the Roles of the Chair, Faculty Member, and Dean in Student Assessment?

Introduction

This subject of student assessment, that reflects student academic achievement, is receiving major attention throughout education, and particularly higher education. As attention mounts on assessments, so will be issues related to the subject. Simmons (1991) summarizes well the challenges that higher education faces with the attention that assessment will be receiving:

Notwithstanding the fact that the issue of assessment evokes strong feelings either in support of or in opposition to the concept, the critical challenge for all of us in higher education in the 1990's will not be in debating further the merits of assessment, but rather in designing the most effective approach to the achievement of enhanced quality, particularly in light of declining resources and significant changes in demographic trends.

Leading up to the debate on the merits of assessment, it will be found that many states are demanding greater accountability from public community/technical colleges, and it is likely that such state initiatives and state regulation will increase in the years to come. There are a number of reasons for this increase in accountability. One of the major reasons has been our neglect of the issue because businesses and the legislatures have held higher education in such high esteem that they have been reticent to critique the results of our educational programming. This is changing rapidly as the educational leadership in this country is being returned to the states and local communities. As block grants are developed, at the state level, the legislative process will begin to hold the states accountable for the expenditure of the funds. Another major reason is that regional accreditation criteria has been implemented for institutional effectiveness. The regional accreditation associations believe strongly that proven institutional effectiveness improves the quality of teaching and learning.

Effective assessment of student achievement involves a change of mind as well as a change of technique. We must be willing to apply what we learn from assessment to effect change in our institution. For many, if not most, institutions the recent emphasis on developing standards and achievement of those standards begs the mandate for substantial institutional change. Indeed these newly added emphases that include both documenting student academic achievement and using such documentation to foster institutional improvement can significantly change the way a college carries out its mission. As Peter T. Ewell of the National Center for Higher Education Management observes, "The underlying goal of any organization is to improve effectiveness" (1988).

For the remainder of the 1990's Hudgin's (1993) suggests that it is obvious why institutional effectiveness has become the hottest topic on the educational agenda.

In reviewing the literature and through on-site evaluations of community/technical colleges, on this subject of student academic achievement through various assessment approaches, it has become apparent that the roles

of chairs, faculty, and deans are very intertwined in carrying out an assessment responsibility. Therefore, this paper will speak to the issues in total rather than approaching it by an individual college staff responsibility. An emphasis will be placed on the staff role when an emphasis is needed.

Purposes, Issues, and Principles of Assessment

Assessment is not an end in itself, but a means of gathering information that can be used in evaluating the institution's ability to accomplish its purposes in a number of areas. An assessment program, to be effective, should provide information that assists the institution in making useful decisions about the improvement of the institution and in developing plans for that improvement. As the President of Macomb Community College, Albert L. Lorenzo concludes, "Effectiveness is not a measurement process, it's a change process" (1990).

An institution contemplating an improvement in their assessment program would do well to spend time developing a plan. Without a plan, that has input from all facets of the institution, it will be doomed for failure before it is introduced. One such model of institutional effectiveness developed by the National Alliance of Community and Technical Colleges outlines the basic components of an institutional effectiveness program. While the process for developing or operationalizing institutional effectiveness varies, it normally contains seven basic steps:

1. Articulate the mission.
2. Establish a planning mechanism.
3. Develop an evaluation system that tells if "the college is doing what it says it does."
4. Identify critical areas of success.
5. Establish priority standards upon which the college can judge its effectiveness in the identified critical areas.
6. Determine mechanisms for documenting whether the established standards have been met:
 - Hard data (enrollment reports, licensure test results, transfer grades, assessment of majors, etc.)
 - Surveys (written, telephone, interviews)
 - Peer reviews
7. Utilize results of assessment for decision making.

As can be observed from the institutional effectiveness model above, Mather (1991) states that an effective and useful assessment program will be a mix of internal and external influences, inside and outside people, general and specific ideas, objective and subjective factors.

In carrying out a model for assessment, a number of characteristics within the model must be addressed. To address these characteristics Doherty and Patton (1991) provide a set of characteristics as a guide and stimulus to ongoing discussions and collaboration that should take place within an institution for an effective assessment program to be implemented. The following characteristics are offered as a framework to guide an institution's design and implementation of a program to assess student academic achievement.

1. **Flows from the institution's mission.**
Central to the existence of an educational institution is the mission to educate students and ensure their academic attainment, which is then expressed in the public awarding of credits and diplomas. From each institution's specific formulation of this central aspect of its mission and purposes flows the assessment program that provides evidence of academic achievement and enables the institution to use the documentation to improve its educational programs.
2. **Has a conceptual framework**
A conceptual framework is a set of principles that derives its definition and direction from the institution's mission and purposes. It provides direction for appropriate documentation and raises questions regarding the use of inappropriate documentation. Specifically, the principles should reinforce the importance of relating curriculum design, teaching, learning, and assessment. The frame-work should address the tendency, referred to previously, of using readily available examinations or assessments rather than creating or locating assessments specifically related to one's institutional purposes.
3. **Has faculty ownership/responsibility**
Given the historic responsibility of faculty in judging the academic attainment of their students for the purpose of awarding credit and diplomas, this role should be self-evident. If the ultimate goal of assessment is the improvement of student learning, then faculty's role and responsibility in assessment as integral to improved student learning are crucial.
4. **Has institution-wide support**
High-level and widespread support within the institution for assessment of student academic achievement for institutional improvement is essential if faculty, staff, and students are expected to take assessment seriously. Board members, the President, and other administrators must take an appropriately active and positive role in understanding and fostering assessment goals and activities so that assessment becomes a routine way of life at the institution. Resource allocations and institutional decision-making should reflect and reinforce the importance of the assessment program at the institution.
5. **Uses multiple measures**
Because of the variety of components involved in a full description of student academic achievement and the importance of assessing student development at various stages in the student's program, it is essential that the assessment program employ multiple measures. No one instrument is rich enough to capture the range of student achievement necessary for the institution to make a judgment regarding how well it is fulfilling its purposes in this area. Diverse assessment approaches provide an invaluable source of information that can be channeled into the institution's planning processes to improve its educational programs.

6. **Provides feedback to students and the institute**

This characteristic and number nine-leads to improvement-are closely related. The major reason for listing them separately is to highlight both the crucial role of feedback to the student and the institution.

Regarding feedback to students, it is important to reinforce for institutions the contribution of timely and specific feedback to student learning.

7. **Is cost-effective**

While an institution's proposed assessment program must be well designed in order to provide information for institutional improvement, the program must also be designed to obtain maximum information for expended costs in time and money. It calls on the ability of faculty and administrators to develop appropriate timelines for those projects within the overall assessment program that can be sequenced developmentally.

8. **Does not restrict or inhibit goals of access, equity, and diversity established by the institution**

If institutions undertake to design more sophisticated qualitative and quantitative approaches to assessment appropriate to their distinctive institutional character and student body, then educational quality and the serving of student's diverse needs and aspirations can only improve. If, however, a restricted view of what constitutes appropriate assessment measures begins to prevail, then important values that have traditionally characterized higher education may be adversely affected. It is essential, therefore, and beneficial from many perspectives, for institutions to reflect deeply on their mission and purposes and consider their implications.

9. **Leads to improvement**

There is a necessity of selecting appropriate indicators for the educational achievement to be assessed, the judgment of data, and the evaluation of the data within the context of the institution's mission. How faculty and administrators use the information from the assessment program to make plans and set timetables to enhance their educational programs is one of the most important issues of this new assessment emphasis. The most important point to reinforce regarding this characteristic is that North Central views assessment of student academic achievement as a means, not an end.

10. **Includes a process for evaluating the assessment program**

Like other programs in the institution, the assessment program itself needs to be evaluated. An evaluation process will determine whether the conceptual framework is sound and all components are appropriate to the institution's mission and purposes, the data gathered are being used for the intended purposes, and the primary goal of the program-the improvement of educational programs and the enhancement of student academic achievement-is being attained. Through this evaluation the institution can determine what adaptations need to be made to ensure the success of its assessment program.

The faculty, the major component of any assessment program, deserves further comments. For many, if not most postsecondary institutions, the decision

to engage in comprehensive outcomes assessment constitutes a major change that will most certainly affect the lives of the faculty in very substantial and sometimes profound ways. In his book, *Megatrends*, John Naisbitt (1982) states what many people today consider to be the obvious: "People whose lives are affected by a decision must be part of the process of arriving at that decision". Hence, if we are to follow the advice of Naisbitt, the faculty must become an active player in the development, implementation, and evaluation of the assessment plan of any institution.

This point of faculty involvement was further emphasized by Eisenman (1991), when he stated:

It is unthinkable that any substantial institutional change could ever occur, especially one that focuses on the assessment of student learning, without faculty ownership and involvement. Even if an institution could develop a system for documenting student academic achievement without faculty involvement, it is unlikely that a system so developed would ever produce documentation that would actually be used for institutional improvement. It is essential, therefore, that from the beginning, there be genuine faculty participation and involvement in the development and use of programs to assess and document student academic achievement if these programs are to have any beneficial impact on the level of student academic achievement.

The importance of faculty involvement in the development of assessment programs is stressed by many authors on the subject: most notably Astin, 1991; Erwin, 1991; Ewell, 1983; and Nichols, 1989. Eisenman (1991) summarizes these various authors by observing what appears as a common element of faculty involvement of the ownership/responsibility comes about as a result of an institutional culture or climate that places great value on assessment activities and their uses for improving institutional and educational processes and outcomes.

Conclusions

In general, institutions with healthy environments, characterized by a climate of trust in which risk-taking and experimentation are encouraged, are those in which significant assessment programs can develop and prosper. Such a climate is largely the result of efforts of campus leaders. The institutions that are successful in securing faculty participation in developing assessment programs will be the ones that are able to get an institutional dialogue going about student learning--what it should be, how it can best be brought about, how it can be observed and measured if and when it occurs, and ultimately how this information can be used to improve efforts to enhance student learning.

Braskamp (1991) states that, "Assessment is viewed as an ongoing process. It is continuous gathering, interpreting, and sharing of information involving multiple audiences--students, faculty, administrators, staff, trustees, alumni, legislatures, and the general public." What we are attempting to do with assessment is to evaluate an institution's well-being and to share that with the institution itself and the public in general so as to bring forth good public policy and decision making.

References

- Astin, A.W. (1991). *Assessment for excellence*. New York: MacMillan.
- Braskamp, Larry A. (1991). *Purposes, Issues and Principles of Assessment*. Chicago: North Central Association.
- Doherty, Austin & Patton, Gerald W. (1991). *Criterion Three and the Assessment of Student Academic Achievement*. Chicago: North Central Association.
- Eisenman, Charles D. (1991). *Faculty Participation in Assessment Programs*. Chicago: North Central Association.
- Ewell, P.T. and Lisensky, R.P. *Assessing Institutional Effectiveness: Redirecting the Self-Study Process*. Boulder, CO: Consortium for the Advancement of Private higher Education, National Center for Higher Education Management Systems, 1988.
- Ewell, P.T. (1988). Outcomes, assessment, and academic improvement: In search of usable knowledge. In J.C. Smart (Ed), *Higher Education: Handbook of Theory and Research Vol. IV*. New York: Agathon Press.
- Hudgins, James L. (1993). *Institutional Effectiveness: A Strategy for Renewal*. Washington, DC: American Association of Community Colleges.
- Lorenzo, A.L. Presentation at the Annual Convention of the American Association of Community College, Seattle, April, 1990.
- Mather, Jean (1991). *Accreditation and Assessment: A Staff Perspective*. Chicago: North Central Association.
- Naisbitt, J. (1982). *Megatrends: Ten new directions transforming our lives*. New York: Warner Books.
- Simmons, Howard L. (1991). *Assessment*. Washington, DC: American Association of Community Junior Colleges.
- Skinner, B.F. "Two Cheers for Higher Education." Speech to the Southern Association on Colleges and Schools. Atlanta, 1989.

**WHEN A WHOLE COLLEGE CHANGES:
OVERCOMING INERTIA, MOTIVATING VETERAN
FACULTY AND STAFF**

By

Exir Brennan
Chair, Learning Resources

William Mogleston
Chair, Social & Cultural Studies

Judy Perdue
Chair, Science & HPER

Floyd College
Rome, GA

Paper Presented at the
Fifth Annual International Conference for
Community & Technical College Chairs, Deans and Other Organizational Leaders
February 14 - 17, 1996
Phoenix/Mesa, Arizona



ACADEMY

535

546

WHEN A WHOLE COLLEGE CHANGES:
OVERCOMING INERTIA, MOTIVATING VETERAN FACULTY AND STAFF

Biographies of Presenters

Exir B. Brennan earned her Ph. D. in administration of higher education at The University of Alabama. She has served in private and public sectors of higher education, as a teacher, administrator, and library director. Recent duties include directing a program in Business Administration for working adults, and teaching in the Graduate School at the University of Alabama. She currently serves as Chair of the Division of Learning Resources at Floyd College. Her interests include choral music, legal research and writing, hiking, and nineteenth century detective fiction.

William F. Mugleston is Associate Professor of History and Chair of the Social and Cultural Studies Division at Floyd College. He holds degrees from The Johns Hopkins University and the University of Virginia and a Ph. D. in history from the University of Georgia. He has published widely in the areas of history and teaching. He was previously Chair of the Division of Social Science and Technology at Mountain View College of the Dallas County Community College District, Dallas, Texas, and also Research Associate for the production of a U.S. history telecourse.

Judy C. Perdue is Chair of the Division of Science, Math, and Physical Education at Floyd College. Prior to this position, she was the Library Director at Floyd. Dr. Perdue's undergraduate work was in foreign languages, and her first graduate degree was in library science. While working as a librarian at Iowa State University, she returned to graduate school to earn an M.S. and Ph. D. in entomology. After six years as library director in two community colleges, Dr. Perdue was asked to assume her present position.

One of the greatest challenges in education is to move a college into its "second generation" of leadership. Floyd College in Rome, Georgia, is going through just such a transition. Floyd is a two-year community college and part of the 34-college University System of Georgia. Founded in 1970 with an initial enrollment of 545, the College now has some 3000 students--on a main campus in a suburban area of Rome, a new satellite downtown campus, and three off-campus centers. It serves a seven-county area of northwest Georgia. It is also the owner of its own 24-hour-a-day cable television station, which has meant new and challenging opportunities in distance learning.

For over 20 years the founding president, academic and business vice presidents, and a few other senior staffers made all the major decisions for the College. The atmosphere was like a club or a close family, and many of the now-senior faculty found Floyd to be an excellent place to settle in for the long haul in their careers. One of the few negatives we have heard about "the old days" is that junior faculty often felt frozen out of the decision-making process.

Now within a three-year period, the College has a new president, a new vice president for academic affairs, and four new Division chairs. Eight Divisions have been combined into five. Faculty who were once strangers now find themselves working side-by-side. Almost every unit of the College has been physically relocated, some to different campuses.

In the past, decisions on promotion and tenure were made, usually quite routinely, from the top down. Now faculty must take the initiative in presenting their own portfolios to a committee of administrators, who make the recommendation to the president. Other major decisions, which were often made over coffee in the academic vice president's office, are now made by deliberations of the faculty or in committees--a less efficient but more democratic and inclusive process. (We are not arguing here that the old system produced bad decisions, merely that the new style is more cumbersome and slow-moving.) In short, the current president was most certainly telling the truth when he told the Presidential Search Committee, "Choose me and I'll bring change to Floyd College"!

He has implemented some of these changes, such as Divisional restructuring and relocation, in ways that themselves might seem arbitrary or dictatorial. Some decisions, he felt, probably quite rightly, simply had to be made without putting them to a vote. It is ironic that this change from the old

"benevolent dictatorship" to a second generation of committee-led participative decision-making was done often in an arbitrary way itself. Otherwise, it would never have come! In other words, it may have been necessary to chop and cut, leaving temporary chaos, in order to lead us into more responsible roles. We should add that all this has happened with no one losing their job, a testament to the basic decency of the new senior leadership team.

Now, where does this leave the new Division chairs, those strange creatures who are daily on the firing line and who are wedged in between administration and faculty? Each of us chairs a Division that is a marriage of two previously distinct Divisions--Exir's is a combination of developmental studies and learning resources; Judy's was previously the math/science and physical education Divisions; Bill's combined the old social science and humanities Divisions. We are each part of the "new generation" at Floyd, having held our present positions some 1 1/2 years (although each of us has administrative and faculty experience from previous jobs). We have each faced some challenges, navigated some tricky situations, unquestionably made some mistakes, but also worked with some extraordinarily fine people. Herewith a few thoughts, cautions, and suggestions, in no particular order of importance:

1. Understand why people resist change. It isn't simply a case of "You're right and they're wrong." The status quo is comfortable for most of us; change brings fear and discomfort; change challenges deeply and honestly held beliefs and traditions; the cost of change may be seen as too great; people change at different paces; for employees with unstable family situations, the workplace may be their only stable environment.

2. Try to "win a few" early on. You can be sure your faculty will be quietly watching to gauge your effectiveness with the higher-ups. This may be unfair when you're new, but it's there nonetheless. An example: In one of our Divisions when offices were being moved, faculty were told they would be moving from private to shared offices. Not surprisingly, this created a lot of negative stir. Through negotiations, a little luck, and the fine capabilities of the Physical Plant staff, we were able to get private offices for everyone.

3. On the other hand, pick your fights judiciously. Learn what is worth falling on your sword for, and what isn't. This will mark you among the higher-ups as a team player, and in the end enhance your effectiveness and help your Division.

4. Make a tough decision early on. Life and administration

being what they are, such an opportunity won't take long to find! Two of us had to deny promotions to veteran faculty of marginal capabilities who felt they were worthy of it. Another of us had to expedite the departure of a long-time secretary who simply could not adapt to the new order of things. Your decision will anger some, but you will get a reputation as a leader willing to make a tough call and stand by it. In the end you will likely earn more respect than by taking the seemingly easier path of trying to please everyone.

5. Tactfully bring in your previous experiences. Faculty who have stayed in one place for 20 years or more can be very fine people and yet lack a sense of perspective when it comes to change. They tend to think the sky is falling when asked to adjust to new structures and paradigms. It so happens that each of us has worked in places that were much more stressful than Floyd with supervisors far less sensitive. At the right moments, remind your people that "It's a lot worse other places."

6. Give your younger faculty important assignments and committee work. They are your allies for the long haul and they'll appreciate finally being recognized.

7. Keep your people informed. They see you as the conduit with the higher administration. This helps make them feel that they count.

8. Bring faculty more into shared decision-making. This can easily be done in such areas as budget- and schedule-building. This gives them ownership of the decisions.

9. Admit it publicly when you've made a mistake. Don't stonewall, try to cover it up (you won't), or try to "fix" it with a worse decision. Remember, you are the direct representative of the higher administration. Put a human face on all you do.

10. Encourage team-teaching across disciplines. This helps build respect and friendships that weren't there before.

11. Keep a sense of humor! You'll need it. Laughter is truly great therapy. Have at least one good laugh with your people every day. Take your job seriously, but don't take yourself too seriously.

12. Be generous when you can (travel money, teaching overloads for pay) and stringent when you must.

13. Be generous (and genuine) in your praise of others. It costs absolutely nothing, creates a motivating environment, and singles you out as a worthy person. Applaud also for

their good work those not in your Division. You never know who may be working for you someday, or vice versa.

14. Treat very well your secretaries, student assistants, and other college support staff, such as custodians and bookstore personnel. These important and often overlooked people can make your job much easier. Respect and follow the expertise of those who have been there longer than you. When you're new on the job, the secretaries will bail you out of trouble time and time again. Go out of your way to be nice to the people who are unpopular on campus. You never know where help will come from.

15. Go all out in getting raises for your faculty, especially the younger ones. This is the bottom line for many people, and it is nearly impossible to err on the side of generosity, as long as you are equitable in doing it.

16. Lastly, keep in contact with your fellow chairs, to commiserate and compare notes. Lunches off-campus are best.

REFERENCES

- Baker, G.A. (1992). Cultural Leadership: Inside America's Community Colleges. Washington, D.C.: American Association of Community and Junior Colleges.
- Coll, K.M. (1991). "Enhancing Community Colleges in the 90s: Turning Pressures into Opportunities for Action." Journal of Adult Education, 20(1), 3-10.
- Curry, B.K. (1992). Instituting enduring innovations: Achieving Continuity of change in higher education. ASHE-ERIC, Report 7.
- Dance, T. (1991). "Leadership and Spirit: Rejuvenating an Organization from the Bottom Up." Paper presented at the Annual Conference of the Association of Canadian Community Colleges, Winnipeg, MB.
- Desrochers, L.A. (1994). "They Did It Their Way: Administrative Transformation at Portland State University." Business Officer, V28(1), 30-34.
- Duncan, A.H., Harlacher, E.L. (1991). "The Twenty-First Century Executive Leader." Community College Review, V18(4), 39-47.
- Ewell, P.T. (1993). "Total Quality and Academic Practice: The Idea We've All Been Waiting For?" Change, V25(3), 49-55.
- Fisher, J.S. (1993). "TQM: A Warning for Higher Education." Educational Record, V74(2), 15-19.
- Hyatt, J.A. (1993). "Strategic Restructuring: A Case Study." New Directions for Higher Education, n83, 5-16.
- Keller, G. (1983). Academic strategy: The management revolution in American higher education. Johns Hopkins University Press.
- Kirkland, T.P. (1990). "CEO Succession In Community Colleges: A Grounded Theory." Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.
- Mingle, J.R. (1981). Challenges of retrenchment. Jossey-Bass Publishers, San Francisco.
- Morris, E.E. (1994). "The Four Rs of Higher Education: Restructure, Reinvent, Rightsize, Revenue." Business Officer, V28(4).
- Pritchett, P., Pound, R. (1993). High-Velocity culture change: A handbook for managers. Pritchett Publishing Company, Dallas, Texas.

Bibliography*

(This Bibliography has been compiled with assistance from The Center for Higher Education at the University of Nebraska-Lincoln and ERIC, Clearing House for Junior Colleges, University of California, Los Angeles.)

Adduci, Lynne, and Others. "The Department Chair: Role Ambiguity and Role Strain". Document ED 321 398. Research for Better Schools, Inc., Philadelphia, PA: 1990.

Aleamoni, Lawrence M., ed. Techniques for Evaluating and Improving Instruction. San Francisco: Jossey-Bass.

American Association of Women in Community and Junior Colleges. "Leadership at All Levels", Journal of the American Association of Women in Community and Junior Colleges. Washington, D.C.: 1989, 43 pp. (ED 307 910).

Andrews, Hans A. Evaluating for Excellence. Stillwater, Oklahoma: New Forums Press, Inc., 1985.

Andrews, Hans A. Merit in Education: Assessing Merit Pay as the Catalyst to Pay and Evaluation Forms. Stillwater, Oklahoma: New Forums Press, Inc., 1987.

Angel, Dan and DeVault, Mike, editors. Conceptualizing 2000: Proactive Planning. American Association of Community Colleges: Salisbury, MD.

Arman, Hal. "Preparing for Leadership Positions: A Report from the Field", Paper presented at the 2nd Annual International Conference on Leadership Development of the League for Innovation in Community Colleges: "Leadership 2000." San Francisco, CA: July 8-11, 1990, 15 pp. (ED 324 068).

Astin, Alexander W. Achieving Educational Excellence. San Francisco: Jossey-Bass Inc., 1985.

Austin, A. Maximizing Leadership Effectiveness: Impact of Administrative Style on Faculty and Students. San Francisco: Jossey-Bass.

Baker, George A. III and Associates. Cultural Leadership: Inside America's Community Colleges. Salisbury, MD: American Association of Community Colleges.

Baker, George A. III, Roueche, John E. and Gillett-Karam, Rosemary. Teaching as Leading: Profiles of Excellence in the Open-Door College. Salisbury, MD: American Association of Community Colleges.

Barak, Robert J. and Breier, Barbara E. Successful Program Review: A Practical Guide to Evaluating Programs in Academic Settings. San Francisco: Jossey-Bass Publishers, 1990.

Bennett, John B. "Inside a Department Chairperson", AGB-Reports 24. May-June, 1982, 39-42.

Bennett, John B. Managing the Academic Department: Cases and Notes. New York: American Council on Education, 1983.

Bennett, John B. "The Dean and the Department Chair: Toward Greater Collaboration." Educational Record, 1990, 71, 24-26.

Bennett, John B. and Figuili, David J., editors. Enhancing Departmental Leadership: The Roles of the Chairperson. New York: American Council on Education-Macmillan Publishing Co., 1990.

- Bennis, Warren and Nanclus, Burton. Leaders: The Strategies for Taking Charge. New York: Harper and Row Publishers, 1985.
- Bensimon, Estela A. and Birnbaum, Robert. Making Sense of Administrative Leadership: The "L" Word in Higher Education. Washington, D.C.: ERIC Clearinghouse on Higher Ed. & The Assoc. for the Study of Higher Ed., 1989.
- Berquist, William. "Four Cultures of the Academy". Training and Development Journal, July, 1986, 27-32.
- Biles, G.E. Part-Time Faculty Personnel Management. Ace/Macmillan
- Blake, R.R., Mouton, J.S., and Williams, M.S. The Academic Administrator Grid. San Francisco: Jossey-Bass.
- Boice, Robert. Professors as Writers. Stillwater, Oklahoma: New Forms Press, 1990.
- Boice, Robert and Meyers, Patricia E. "Stresses and Satisfaction of Chairing in Psychology". Professional Psychology: Research & Practice 17, No. 3:1986, 200-204.
- Boice, Robert. The New Faculty Member. San Francisco: Jossey-Bass.
- Booth, David B. "The Department Chair." AAHE-ERIC/Higher Ed Research Report No. 10. American Association for Higher Education: The George Washington University, 1982, .
- Bowker, L.H. Academic Leadership: The Role of the Department Chair. American Sociological Association.
- Bowker, L.H. The Academic Dean. American Association of University Administration.
- Bragg, Ann Kieffer. "The Socialization of Academic Department Heads: Past Patterns and Future Possibilities". Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Washington, D.C.: 1981.
- Brann, James and Emmet, Thomas A. The Academic Department or Division Chairman: A Complex Role. Detroit, Michigan: Balamp Publishing, 1972.
- Braskamp, L.A., Brandenburg, D.C. and Ory, J.C. Evaluating Teaching Effectiveness: A Practical Guide. Sage.
- Brass, Richard J., editor. Community Colleges, The Future, and SPOD*. Stillwater, Oklahoma: New Forums Press, Inc., 1984.
- Brookes, Jeannie. "The Counselling Role of a Head of Department". Information Bank Working Paper N. 2482: 1988.
- Burgos-Sasscer, Ruth. "The Changing Face of Leadership: The Role of Hispanics". Paper presented at the 2nd Annual International Conference on Leadership Development of the League for Innovation in the Community College: Leadership 2000, San Francisco, CA: July 8-11, 1990, 17 pp. (ED 324 077).
- Burns, James MacGregor. Leadership. New York: Harper and Row Publishers, 1978.
- Centra, John A. Determining Faculty Effectiveness. San Francisco: Jossey-Bass Inc., 1979.
- Covey, Stephen R. Principle-Centered Leadership. New York: Summit Books, 1992.
- Covey, Steven R. The 7 Habits of Highly Effective People. A Fireside Book published by Simon & Schuster, New York: 1989.

Creswell, John W. "How Department Chairs Assist Faculty Professionally". Lecture: People's Republic of China. Winter, 1986.

Creswell, John W., et. al. The Academic Chairperson's Handbook. Lincoln, NE: University of Nebraska Press, 1990.

Creswell, John W. and Brown, Martha L. "Understanding How Department Chairpersons Enhance the Research Performance of Faculty". A contributed paper for the Association for the Study of Higher Education Annual Meeting, Portland, Oregon: 1990.

Dance, Terry.. "Leadership & Spirit: Rejuvenating an Organization from the Bottom Up". Paper presented at the Annual Conference of the Association of Canadian Community Colleges. Winnipeg, Manitoba: May, 1991, 43 pp. (ED 332 736).

Diamond, Robert M. Designing and Improving Courses and Curricula in Higher Education. San Francisco: Jossey-Bass Inc., 1989.

Eble, K. "Chairpersons and Faculty Development", The Department Advisor 1, 1986, 1-5.

Eble, Kenneth E. The Art of Administration: A Guide for Academic Administrators. San Francisco: Jossey-Bass Publishers, 1978.

Ehrle, E.B. and Bennett, J.B. Managing the Academic Enterprise. New York: Ace/Macmillan, 1988.

Elson, James A., editor. The Journal of Staff, Program, and Organization Development. Stillwater, Oklahoma: New Forums Press, Inc., Spring, 1991.

Erwin, T. Dary. Assessing Student Learning and Development: A Guide to the Principles, Goals, and Methods of Determining College Outcomes. Jossey-Bass.

Fincher, C. Assessment, Improvement, and Cooperation: The Challenge of Reform in Higher Education. Institute of Higher Education: University of Georgia.

Fryer, Thomas W. and Lovas, John C. Leadership in Governance: Creating Conditions for Successful Decision Making in the Community College. San Francisco: Jossey-Bass Publishers, 1991.

Gaff, Jerry G. New Life for the College Curriculum. San Francisco: Jossey-Bass Publishers, 1991.

Gebhardt, Richard C. "The Chair's Role in Enhancing Teaching: A Review Essay." ADE Bulletin, 1991, 45-48.

Gillett-Karam, Rosemary, Roueche, Suanne D. and Roueche, John E. Underrepresentation and the Question of Diversity: Women and Minorities in Community Colleges. Salisbury, MD: American Association of Community Colleges.

Gilliland, J. Richard. "Diversifying Leadership in Community Colleges". New Directions for Community Colleges, 1991, 93-101.

Gjerde, Craig L. and Colombo, Sandra E. "Promotion Criteria: Perceptions of Faculty Member and Departmental Chairmen". Journal of Medical Education 57, March, 1982, 157-162.

Gmelch, Walter H. and Burns, John S. "Sources of Stress for Academic Department Chairs: A National Study. ASHE Annual Meeting Paper." Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Boston, MA, October 31-November 3, 1991. (ED 339 306)

Gmelch, Walter H., and Carroll, James B. "The Three Rs of Conflict Management for Department Chairs and Faculty." Innovative Higher Education, 1991, 107-123.

Goldberg, M. "Common and Uncommon Concerns: The Complex Role of the Community College Department Chair". Enhancing Departmental Leadership American Council on Education/Macmillan Series on Higher Education, Washington, D.C.: 1990.

Green, Madeleine F. and McDade, Sharon A. Investing in Higher Education: A Handbook of Leadership Development. New York: American Council on Education/Macmillan Publishing Co., 1991.

Green, Madeleine F. Leaders for a New Era: Strategies for Higher Education. New York: American Council on Education/Macmillan Publishing Company, 1988.

Hammons, James and Thomas, Wanda. "Performance Appraisal of Community College Department/Division Chairpersons." Community College Review 7, No. 3, 1980, 41-49.

Heller, J.F. Increasing Faculty and Administrative Effectiveness. San Francisco: Jossey-Bass.

Henry, David D. "The Academic Department and Educational Change". A News/Notes Digest for Institutions of Higher Education 3, No. 2, 1974, 1-4.

Hickson, Mark III and Stacks, Don W., editors. Effective Communication for Academic Chairs. Albany: State University of New York Press, 1992

Jedamus, Paul, Peterson, Marvin W., and Associates. Improving Academic Management. San Francisco: Jossey-Bass Inc., 1980.

Jeffrey, Robert C. "The Dean Interprets the Roles and Powers of an Ideal Chair". Association for Communication Administration Bulletin 52: April, 1985, 15-16.

Jennerich, Edward J., "Competencies for Department Chairpersons: Myths and Realities". Liberal Education 67, No. 1, 1981, 46-65.

Jewell, Laura A. and Frazier, Donald T. "Association of Chairmen of Departments of Physiology Annual Questionnaire Results". Physiologist 30, No. 2, 1987, 19-25.

Kaplin, William A. The Law of Higher Education. San Francisco: Jossey-Bass.

Kimble, Gregory A., A Departmental Chairperson's Survival Manual. John Wiley and Sons: New York, N.Y., 1979.

Knight, W. Hal, and Hollen, Michael C., "Leadership and Perceived Effectiveness of Department Chairpersons". Journal of Higher Education 56, No. 6, 1985, 677-689.

Kremer-Hayon, and Avi-Itzhak, "Roles of Academic Department Chairpersons at the University Level". Journal of Higher Education 15, No. 1-2, 1986, 105-112.

Lorenzo, Albert L. and Banach, William J., Critical Issues Facing America's Community Colleges. Salisbury, MD: American Association of Community Colleges, 1992.

Lucas, Ann F., The Department Chairperson's Role in Enhancing College Teaching. San Francisco: Jossey-Bass, 1989.

McLaughlin, Gerald W., Montgomery, James R. and Malpass, Leslie F., "Selected Characteristics, Roles, Goals, and Satisfactions of Department Chairmen in State and Land-Grant Institutions". Research in Higher Education 3, 1975, 243-259.

Middlebrook, Bill and Trail, Tom. "The Administrative Role of the Department Chairperson". NACTA Journal, March, 1986, 14-17.

Miller, Richard I. Evaluating Faculty for Promotion and Tenure. San Francisco: Jossey-Bass Publishers, 1987.

Milne, Frank L. "A House Undivided: Some perspectives from a once 'intimate enemy', now a Department Head". Paper presented at the Annual Meeting of the Conference on College Composition and Communication: St. Louis, Mo., March 17-19, 1988.

Moxley, Joseph M. and Olson, Gary A. "The Role of the Modern English Department Chair". Paper presented at the Annual Meeting of the Conference on College Composition and Communication: St. Louis, Mo., March 17-19, 1988.

Murray, John P. "The Department Chairperson: The Confessions of a Researcher Turned Practitioner." Paper presented at the National Conference on Successful College Teaching and Administration, Orlando, FL, March 1-4, 1992. (ED 342 456)

Norris, Neal A., editor. Community College Futures: From Rhetoric To Reality. Stillwater, Oklahoma: New Forums Press, Inc., 1989.

O'Banion, Terry. Innovation in the Community College. New York: MacMillan Publishing Company, 1989.

Pappas, Edward J. "The Department Chair in the 1990's: Confessions, Concerns, and Convictions". ACA Bulletin 68, 1989, 34-39.

Parnell, Dale. Dateline 2000: The New Higher Education Agenda. Salisbury, MD: American Association of Community Colleges.

Parnell, Dale. The Neglected Majority. Salisbury, MD: American Association of Community Colleges.

Pautler, Albert J. "Curriculum Leadership, Innovation, and Change." Community/Junior College Quarterly of Research and Practice, 1992, 133-140.

Pfeiffer, Jeffrey and Moore, William, "Average Tenure of Academic Department Heads: The Effects of Paradigm, Size, and Departmental Demography". Administrative Science Quarterly, 1980.

Plante, P.R. The Art of Decision-Making: Issues and Cases in Higher Education. Macmillan.

Riggs, Robert O., and Akor, Martin F. "Strategic Planning in the Community College: Role of Academic Department and Division Chairpersons." Community/Junior College Quarterly of Research and Practice, 1992, 57-75.

Roach, James H.L. "The Academic Department Chairperson: Roles and Responsibilities". Educational Record 57, No. 1, 1976, 13-23.

Roueche, John E. and Others. Shared Vision: Transformational Leadership in American Community Colleges. Washington, D.C.: American Association of Community and Junior Colleges, 1989.

Schuster, Jack H. and Wheeler, Daniel W. Enhancing Faculty Careers. San Francisco: Jossey-Bass

Scott, Judith Herbert. "Role of Community College Department Chairs in Faculty Development." Community College Review, 1990, 12-16.

Scott, Phebe M. "The New Administrator: A Point of View". JOPER 50/1, January, 1979, 40-42.

- Seidman, Earl. In the Words of the Faculty: Perspectives on Improving Teaching and Educational Quality. Jossey-Bass.
- Seldin, Peter. Evaluating and Developing Administrative Performance: A Practical Guide for Academic Leaders. San Francisco: Jossey-Bass, 1988.
- Seldin, P. and Associates. How Administrators Can Improve Teaching. San Francisco: Jossey-Bass Publishers, 1990.
- Seldin, P. The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions. Bolton, MA: Anker Publishing Company, Inc., 1991.
- Sherr, Lawrence A. and Teeter, Deborah J. Total Quality Management in Higher Education. San Francisco: Jossey-Bass, 1991.
- Shreeve, William and Others. "University Department Chairs: Who Are We?". Document Ed 285464. Washington, D.C., 1987.
- Silverman, M. "Models of Organization and Governance at the Community College". ERIC Document: ED284606. 1987.
- Slicker, Russ, and Others. "Team Building through Faculty Coaching and Faculty Coaching System Guidebook." Oak Creek, WI: Milwaukee Area Technical College, 1988. (ED 300 071)
- Smart, John C. and McLaughlin, Gerald W. "Administrative Service and Research Performance: A Study of Chemistry Department Heads", Research in Higher Education 22, No. 1, 1985, 31-42.
- Startup, Richard. "The Role of the Department Head," Studies in Higher Education 1, No. 2, 1976, 233-243.
- Staton-Spicer, Ann Q. and Spicer, Christopher H. "Socialization of the Academic Chairperson: A Typology of Communication Dimensions", Educational Administration Quarterly 23, No. 1, 1987, 41-64.
- Tellefsen, Thomas E. Improving College Management---The Department Chairperson's Role in Enhancing College Teaching. San Francisco: Jossey-Bass, 1990.
- Tichy, Noel M. and Devanna, Mary Anne. Transformational Leader. John Wiley & Sons:1986.
- Tucker, A. Chairing the Academic Department: Leadership Among Peers. American Council on Education/Macmillan Series on Higher Education: New York, 1984.
- Vandament, William E. Managing Money in Higher Education. San Francisco: Jossey-Bass Publishers, 1989.
- Vaughan, George B. Dilemmas of Leadership. San Francisco: Jossey-Bass.
- Vaughan, George B. and Associates. Issues for Community College Leaders in a New Era. San Francisco: Jossey-Bass Inc., 1983.
- Walker, Donald E. The Effective Administrator. San Francisco: Jossey-Bass Inc., 1979.
- Waltzer, Herbert. The Job of Academic Department Chairman. American Council of Education: Washington, D.C., 1975.

Weimer, Maryellen. Improving College Teaching: Strategies for Developing Instructional Effectiveness. San Francisco: Jossey-Bass Inc., 1990.

Westmeyer, P. Principles of Governance and Administration in Higher Education. Thomas,

Whitman, Neal, and Weiss, Elaine. Faculty Evaluation: The Use of Explicit Criteria for Promotion, Retention, and Tenure. American Association for Higher Education: Washington, D.C., 1982.

Wilhite, Myra S. Department Chairperson Behaviors: Enhancing the Growth and Development of Faculty. Dissertation, University of Nebraska-Lincoln, 1987.

Winner, C.N. "The Role and Function of the Department Chairperson at Delaware Technical and Community College." ERIC Document: ED308898, 1989.

* Please note that books are identified by the title being underlined while journal articles have quotation marks around the title plus identifying page numbers.

CONFERENCE PARTICIPANTS LIST

Page 1

Alabama

Reid State Tech Coll	PO Box 588	Evergreen, AL 36401		
		Long, Evelyn	Chair, Occup/Admin	(334) 578-1313

Arizona

AZ CC Board of Directors	301 Kofa Avenue	Parker, AZ 85344		
		Hoover, Evangelina	La Paz County Rep	(520) 669-9795
Chandler Gilbert CC	2626 E Pecos Rd	Chandler, AZ 85225		
		Davenport, Pamela	Chair, Lang/Humanities	(602) 732-7135
		Hogan, Margaret	Dean, Instruction	(602) 732-7014
		Larson, Brenda	Instructor, Business/CIS	(602) 732-7000
		Mason, MaryBeth	English	(602) 732-7000
Coconino CC	3000 N 4th St #17	Flagstaff, AZ 86004		
		Belman, Bruce	Chair, Math/Sc/Hlth	(520) 527-1222
		Bingham, Daniel	Chair, Voc/Occ	(520) 527-1222
		Duncan, Terree	Dean, Std Svcs	(602) 527-1222
		Miller, Steve	Chair, Lib Std/Fine Art	(520) 527-1222
Eastern Arizona Coll	600 Church St	Thatcher, AZ 85552		
		Karlinsey, Bill	Chair, Indus Tech Ed	(520) 428-8430
Estrella CC	3000 N Dysart	Litchfield, AZ 85340		
		Bayley, Conrad	Dir, Arts/Sci	(602) 935-8451
		Solley, Anna	Asst Provost, Instruction	(602) 935-8030
GateWay CC	108 N 40th St	Phoenix, AZ 85034		
		Bernal, Andy	Dean, Instruction	(602) 392-5179
		Fenske, Marie	Prog Dir, Allied Health	(602) 392-5062
		Fergusson, Jacqueline	Math/Sci	(602) 392-5112

560

561

CONFERENCE PARTICIPANTS LIST

Page 2

Kesler, Rosemary	Chair, Health Sci	(602) 392-5116
Perry, Clyde	Chair, Tech	(602) 392-5228
Shay, Gail	Chair, Liberal Arts	(602) 392-5156

MCCCD

2411 W 14 St

Tempe, AZ 85282

Elsner, Paul	Chancellor
--------------	------------

Mesa CC

1833 W Southern Ave

Mesa, AZ 85202

Call, Wynn	Chair, Psychology	(602) 461-7899
Capawana, Sarah	Chair, Art	(602) 461-7516
Christiansen, Larry	President	(602) 461-7299
Conss, Lyvier	Exec Dir, Campus Compac	(602)461-7392
Crawford, William	Prog Coord	(602) 461-7052
Della Penta, Cathy	Professor, Eng/Hum/French	(602)461-7626
Durrant, Martin	Chair, Foreign Lang	(602) 461-7140
Horschuetz, Tim	Professor, English	(602) 461-7517
Gawronski, Don	Chair, Social Sci	(602) 461-7051
Holmes, Rodney	Assoc Dean, Arts/Hum	(602) 461-7303
Keyworth, Claire	Chair, Nursing	(602) 461-7113
Larson, Linda	Chair, Thtr/Spch/Comm	
Leyva, Raquel	Chair, Reading	(602) 461-7035
Mancuso, James	Dean, Instruction	(602) 461-7352
Mee, Gail	Assoc Dean, Math/Sci/PE	(602) 461-7157
Parrish, Gene	Chair, Counseling	(602) 461-7598
Reinders, Debra	Professor, English	(602) 461-7157
Sugiyama, Kaye	Director, Library Svcs	(602) 461-7664
Wegener, Linda	Chair, Life Sci	(602) 461-7792
Weide, John	Chair-Phys Sci	(602) 461-7313
Wilson, Jo	Assoc Dean, Bus/Tech	(602) 461-7124

CONFERENCE PARTICIPANTS LIST

Page 3

Mesa CC Business & Ind	145 N Centennial Way	Mesa, AZ 85201	Hanson, Richard	Program Manager	(602) 461-4951
			See, Rose	Program Manager	(602) 461-4951
Mesa-Boswell Nursing	13101 N 103rd Ave	Sun City, AZ 85351	Kruse, Diane	Dir, Nursing Prog	(602) 974-7835
Northland Pioneer Coll	PO Box 610	Holbrook, AZ 86025	Wolf, Pat	Dir, Arts & Hum/Soc Sci	(520) 524-6111 x235
Paradise Valley CC	18401 N 32nd St	Phoenix, AZ 85032	Kranitz, Gina	Dean, Admin/Std Svcs	
Phoenix Coll	1202 W Thomas Rd	Phoenix, AZ 85013	Christen, Karen	Chair, Dental Prog	(602) 285-7325
			Dudley, David	Math Dept	(602) 264-2492
			Fernie, Robert	Chair, Psychology	(602) 285-7262
			Nachman, David	Chair, Chemistry	(602) 285-7140
			Sisneros, Dorothy	Chair, Hlth Enhancemt	(602) 285-7160
Phoenix College	1202 W Thomas Rd	Phoenix, AZ 85012	Macias, Margaret	Chair, Counseling	(602) 285-7392
Pima CC	2202 W Arklam Rd	Tucson, AZ 85709	Houck, Ann	Chair, Comp Sci	(520) 884-6039
			Welch, Sharon	Chair, Bus Admin	(520) 884-6645
Pima CC-East	8181 E Irvington Rd	Tucson, AZ 85709	Irell, Madeleine	Chair, Comm	(602) 722-7628
			Poedel, Dave	Chair, Bio/Chem	(602) 722-7870
Scottsdale CC	9000 E Chaparral	Scottsdale, AZ 85256	Biglin, Karen	Chair, Library	(602) 423-6434
			Boettcher, Steve		

CONFERENCE PARTICIPANTS LIST

Page 4

		Hall, Diana	Chair Counseling	(602) 423-6528
		Hicks, Linda	Chair, Communications	(602) 423-6384
		Nelson, Nellie	Nursing Faculty	(602) 423-6232
		Ortiz, Joe	Chair Fine Arts	(602) 423-6330
		Stahl, Virginia	Assoc Dean, Instruction	(602) 423-6300
South Mountain CC	7050 S 24th St	Phoenix, AZ 85040		
		Patterson, Wilma	Chair, Math/Sci/Eng	(602) 243-8090
		Roberts, Ken	Dean, Instruction	(602) 243-8032
Univ of Arizona	Coll of Education	Tucson, AZ 85721		
		Levin, John	Prof, High Ed	(520)621-1517
Yavapai Coll	1100 E Sheldon	Prescott, AZ 86301		
		Carter, Tommy	Chair, Bus/Comp Sci	(520) 776-2155

Arkansas

Arkansas St Univ - Beebe	Drawer H	Beebe, AR 72012		
		Floodstrand, Fred	Chair, Math/Sci	(501) 882-8228
No Arkansas Tech	Pioneer Ridge	Harrison, AR 72601		
		Blair, Jorli	Chair, Tech Div	(501) 743-6387
Northwest Arkansas CC	PO Box 1408	Bentonville, AR 72712		
		May, Jerry	Chair, Bus/Comp	(501) 619-4154
Westark CC	Grand / Waldron-3649	Fort Smith, AR 72913		
		Barnes, Terry	VP, Instruction	(501) 788-7010

California

	600 Glasgow Circle	Danville, CA 94526		
		Haston, Cindy		(510) 946-1825

CONFERENCE PARTICIPANTS LIST

Page 5

American River Coll	4700 College Oak Dr	Sacramento, CA 95841		
		Dayton, Thomas	Reading	(916) 484-8106
Butte Coll	3536 Butte Campus Dr	Oroville, CA 95965		
		Hughes, Margaret	Coord, LEAD	(916) 895-2581
		Voyles, Hannie	Chair, Lang & Perf Arts	(916) 895-2581
Cerritos Coll	11110 Alondra Blvd	Norwalk, CA 90650		
		Fujimoto, Norman	Dean, Scie/Engr/Math	(310) 860-2451
Coastline CC	11460 Warner Ave	Fountain Valley, CA 92708		
		Lovig, Margaret	Specialist, Legal Asst Prog	(714) 546-7601
Coll of the Desert-CM	6162 Rotary Way	Joshua Tree, CA 92252		
		Kendall, Carole	Professor, Nursting	(619) 367-3591
Coll of the Redwoods	7351 Tompkins Hill Rd	Eureka, CA 95501		
		Waldheim, George	Dean, Bus & Tech	(707) 445-6875
College of Alameda	555 Atlantic Ave	Alameda, CA 94501		
		Maloney, Marge	Dean, Art/Letters	(510) 748-2234
College of the Desert	43500 Monterey Ave	Palm Desert, CA 92260		
		Tracey, Rod	Chair, Sci & Math	(619) 773-2573
College of the Sequoias	915 Mooney Blvd	Visalia, CA 93277		
		Trimble, Dorothea	Chair, Sci/Math/Engr	(209) 730-3755
Contra Costa CC System	500 Court St	Martinez, CA 94553		
		Spence, Charles	Chancellor	(510) 229-1000 x210
Fullerton Coll	321 E. Chapman Ave	Fullerton, CA 92632		
		Hoyt Heydon, Mela	Chair, Theatre Arts	(714) 992-7459
		Mazzaferro, Tony	Fine Arts/Music	(714) 992-7289

CONFERENCE PARTICIPANTS LIST

Page 6

Golden West Coll	15744 Golden West St	Huntington Beach, CA 92647	Swanson, Marcia	Chair, Hlth Prof	(714) 240-4911
Imperial Valley Coll	Hwy 111 / Aten Rd	Imperial, CA 92251	Giauque, Gerald	Prof, Foreign Lang	(619) 355-6285
LA City College	855 N Vermont Ave	Los Angeles, CA 90029	Blomquist, Jane	Chair-Music	(213) 953-4377
			Mardirussian, Galust	Chair, English/ESL	(213) 953-4252
			Werble, Cheryl	Chair, Fam/Cons	(213) 953-4235
Mission Coll - MS11	3000 Mission Coll Blvd	Santa Clara, CA 95054	Callaway, Lee	Interim Dean, Instruction	(408) 741-2731
Palomar CC	1140 W Mission Rd	San Marcos, CA 92069	Flynn, William	Dean, Media/Business	(619) 744-1150
Palomar College	1140 E Mission Rd	San Marcos, CA 92069	Gach, Peter	Chair, Perf Arts	(619) 744-1150 X2327
Rancho Santiago CC Dist.	1530 W 17th St	Santa Ana, CA 92706	Henry, Merlin	Chair, Marketing/Mgmt	(714) 544-0338
			Roberts, Hilda	Chair, Office Tech	(714) 564-6775
			Soriano, Irene	Chair, Ethnic Stds	(714) 564-5618
Rancho Santiago Coll	1530 W 17th St	Santa Ana, CA 92706	Pearson, Charlene	Chair, Counseling/Ed	(714) 564-6120
San Diego Mesa Coll	7250 Mesa College Dr	San Diego, CA 92111	Alexander, Edward	Chair, Chemistry	(619) 627-2618
			Chan Chu, Elizabeth	Assoc Prof, Nutrition	(619) 627-2931
			Chapman, Pamela	Chair, Arch/Envrn	(619) 627-2941
			Gibson-Engel, Lou Ann	Chair, Consumer Stds	(619) 627-2931
			Pidgeon, Patrick	Chair, Soc Sci	(619) 627-2628

CONFERENCE PARTICIPANTS LIST

Page 7

		Sievers, John	Chair, Phys Sci	(619) 627-2623
San Joaquin Delta	5151 Pacific Ave	Stockton, CA 95207		
		Hill, Hazel	Chair-Family/Consum Hlth	(209) 474-5516
Santa Rosa JC	1501 Mendocino Ave	Santa Rosa, CA 95401		
		Agrella, Robert	President	(707) 527-4431
Victor Valley Coll	18422 Bear Valley Rd	Victorville, CA 92392		
		Milroy, Marjorie	Chair, Speech Comm	(619) 245-4271 x227
West Los Angeles Coll	4800 Freshman Dr	Culver City, CA 90230		
		Mulrooney, Virginia	Chair, Beh/Soc Sci	(310) 287-4222
West Valley Coll	14000 Fruitvale Ave	Saratoga, CA 95070		
		Nicholas, John	Chair, Applied Arts/Sci	(408) 741-2110

Canada - Alberta

Grande Prairie Reg Coll	10726 106 Ave	Grande Prairie, AB T8V 4C4		
		Armstrong, Gary	Chair, Library/Media Ser	(403) 539-2937
		Hartman, Johnson	Chair, Early Child Dev	(403) 539-2041
		Mackie, Richard	VP Instruction	(403) 539-2718
		Nicolson, Irene	Chair, Office Admin	(403) 539-2005
		Rathke, Paul	Chair, Fine Arts	(403) 539-2015
		Smith, Pamela	Chair, Academic Upgrad	(403) 539-2709
		Stevens, Harry	Chair, Phys Ed/Athletics	(403) 539-2974
		Thompson, Tom	Chair Bus Administration	(403) 539-2017
Grant MacEwan CC	Box 1796	Edmonton, AB T5J 2P2		
		Elford, Elsie	Chair, Legal Assistant	(403) 497-5092
Mt Royal Coll	4825 Richard Rd SW	Calgary, AB T3E 6K6		
		Conrad, Brenda	Head, Critical Care Nursing	(403) 240-6490
		Freedman, Hy	Dir, Sch for Bus & Entre	(403) 240-6842

CONFERENCE PARTICIPANTS LIST

Page 8

Nallainayagam, Vettivelu	Chair, Econ/Political Sci	(403) 240-6533
Robson, Ken	Dean, Arts	(403) 240-6960
Watts, Don	Chair, Leisure/PE	(403) 240-6494
Wood, Thomas	President	(403) 240-6395

Red Deer Coll Box 5005

Red Deer, AB T4N 5H5

Blades, Linda	Chair, Business/Legal Asst	(403) 342-3458
Hemstreet, Brad	Chair, Apprenticeship	(403) 342-3456
Scott, Joan	Chair, Gen Studies	(403) 342-3204
Storvik, Donna	Chair, Coll Prep	(403) 342-3376

S Alberta Inst of Tech 1301 16th Ave NW

Calgary, AB T2M 0L4

Larson, Brian	Dean, Hlth/Sci	(403) 284-8545
---------------	----------------	----------------

Canada, British Columbia

Kwantlen Coll PO Box 9830

Surrey, BC V3W 2M8

Bollo, Priscilla	Dir-Humanities	(604) 599-2672
------------------	----------------	----------------

Northern Lights Coll 11401 - 8 Street

Dawson Creek, BC V1G 4G2

Birnie, John	VP, Instruction	(604) 784-7515
--------------	-----------------	----------------

Canada - Manitoba

Keewatin CC PO Box 3000

The Pas, MB R9A1M7

McLeod, Barbara	Chair, Health/Hum Svcs	(204) 627-8581
-----------------	------------------------	----------------

Red River CC 2055 Notre Dame Ave

Winnipeg, MB R3H 0J9

Mayer, Martin	Chair, Elec/Elect Eng	(204) 632-2272
---------------	-----------------------	----------------

Canada - Newfoundland

Cabot College PO Box 1693

St. John's, NF A1C 5P7

Turpin-Downey, Edna	President	(709) 758-7279
---------------------	-----------	----------------

Varsava, Anu	Director	(709) 758-7396
--------------	----------	----------------

CONFERENCE PARTICIPANTS LIST

Page 9

Canada - Nova Scotia

Nova Scotia CC	PO Box 578	Halifax, NS B3J 2S9		
		Hyland, Nancy	Dir, Adult Learn & Innov	(902) 424-8880

Canada - Ontario

Algonquin College	200 Elgin St, 10th Floor	Ottawa, ON K2P 1L5		
		Charlebois, Robert	Director	(613) 727-7133 x 4510
Seneca Coll - King Campus	1750 Finch Ave E	North York, ON M2J 2X5		
		Draves, Patricia	Chair, Tourism/Hospitality	(905) 833-3333 X5135
St Clair College	1001 Grand Ave, West	Chatham, ON N7M 5W4		
		Dale, Jo An	Chair, Health Sciences	(519) 354-9100
		Dupuis, Kathy	Chair, Technology	(519) 966-1656
		Foster, Jean	Supervisor, Acad Comp	(519) 966-1656 X4896
		Jeffrey, Margaret	Chair, Hospitality	(519) 966-1656
		Stammler, Erwin	Chair, Mach/Metal Prog	(519) 972-2727 X4402
		Wood, Dave	Chair, Bus & Partnerships	(519) 354-9100

Colorado

Front Range CC	4616 S Shields	Fort Collins, CO 80527		
		Alton, Evelyn	Dean, Arts/Soc/App Sci	(303) 466-8811 X311
		Black, Kenneth	Chair, Advanced Tech	(303) 447-5212
		Gonzales, Tom	President	(303) 466-0073
		Hosseini, Shyrel	Dean, Sci/Hlth/Bus	(303) 466-8811 x425
		Love, Sandra	Chair, Business & Health	(303) 447-5206
		Manuele, Maggie	Chair, Counseling	(303) 466-8811 x480
		Payne, Sharon	Chair, Math/Pre Engi	(303) 466-8811
		Riel, Claudia	Chair, Hlth/Med Tech	(303) 466-8811

576

577

CONFERENCE PARTICIPANTS LIST

Page 10

		Rizzuto, Tim	Chair, Dvlp Studies	(303) 466-8811 x371
		Vance, Lynda	Chair, Communications	(303) 466-8811 x374
		White, Janet	Coord, LDC/Dvlp Stds	(303) 466-8811 x389
		Wujek, Joseph	Chair, Advanced Tech	(303) 466-8811 x361
Front Range CC - Arapaho	6600 Arapahoe	Boulder, CO 80303		
		Buck, Phil	Dean, Instruction	(303) 447-5233
Front Range CC - Larimer	4616 S Shields	Fort Collins, CO 80527		
		Hood, Kay	Chair, Counseling	(970) 226-2500 x213
		Husemoller-Bailor, Susan	Chair, Eng/Com/BTE	(303) 226-2500 x108
		Maypole, Joanne	Chair, Soc/Behav Sci	(303) 226-2500 x102
Red Rocks CC	13300 W 6th Ave	Lakewood, CO 80401		
		Jaeckel, Richard	Dean, Arts/Soc Sci	(303) 914-6211

Connecticut

Fairfield HS	330 Lakeside Drive	Fairfield, CT 06430		
		Loss, Barbara	Consultant, Read/Lang	(203) 255-8362
Norwalk Comm-Tech Coll	188 Richards Ave	Norwalk, CT 06854		
		Loss, Calvin	Chair, Soc/Behav Sci	(203) 857-7165
		Moreau, Marie-Claire	Chair, Compu/Info Systs	(203) 857-7356

Delaware

Delaware Tech CC	1832 N Dupont Pkwy	Dover, DE 19901		
		Quirk, James	Chair, Human Svcs	(302) 739-5448

Florida

Broward CC	3501 SW Davie Rd	Fort Lauderdale, FL 33314		
		Bolton, Lois	Chair, Phys Sci	(954) 475-6678

CONFERENCE PARTICIPANTS LIST

Page 11

Central Florida CC	PO Box 1388	Ocala, FL 34478		
		Bostic, Donald	Dean, Continuing Ed	(352) 237-2111 X633
		Dickson, Stacy	Dean, Public Service	(352) 237-2111 X360
		Jones, June	Dean, Dvlp Ed	(352) 237-2111 X504
Gulf Coast CC	5230 W. Highway 98	Panama City, FL 32401		
		Oberst, Gayle	Replication, Lifelong Learn	(904) 747-3216
Miami-Dade CC	400 NE 2nd Ave	Miami, FL 33132		
		Padron, Eduardo	District President	(305) 237-3316
Pensacola JC	1000 College Blvd	Pensacola, FL 32504		
		Fink, Logan	Chair, Nat'l Res Studies	(904) 484-4464
Polk CC	999 Ave. H Northeast	Winter Haven, FL 33881		
		Anderson, Hugh	Dir, Arts/Letter/Soc Sci	(813) 297-1025
Valencia CC	809 Bill Beck Blvd	Kissimmee, FL 32744		
		Grogan, Tim	Area Acad Leader, Sci	(407) 239-8644
		Husbands, Dale	Acad Leader, Bus/Comp	(407) 239-1739
		Krug, Charles	Chair, Bus/CompPub Srvc	(407) 299-5000 x2435
		Mulholland, Kevin	Acad Leader, Comm/Hum	(407) 239-1739
		Williamson, Laurel	Dean, Instruction	(407) 239-1739

Georgia

Atlanta Metropolitan Coll	1630 Stewart Ave. SW	Atlanta, GA 30310		
		Peoples, Joyce	Chair, Hum/Fine Arts	(404) 756-4013
		Reid, Janis	VP, Acad Affairs	(404) 756-4443
Brunswick Coll	3700 Altama Ave	Brunswick, GA 31520		
		Barber, Gene	Dir, Gen Stds & Teach Ed	(912) 264-7227
		Holloway, Watson	Chair, General Std	(912) 264-7233
		Sterrett, John	Chair, Bus/Industry	(912) 264-7251

CONFERENCE PARTICIPANTS LIST

Page 12

DeKalb Coll	3251 Panthersville Rd	Decatur, GA 30034	Belcher, Jacquelyn	President	(404) 244-2364
			Harris, Carol	Coord, Develop Stds	(404) 244-5058
DeKalb Coll, Cntrl Camp	555 N Indian Creek Dr	Clarkston, GA 30021	Clark, Kim	Assoc Head, Soc Sci	(404) 299-4079
DeKalb Coll-North Campus	2101 Womack Rd	Dunwoody, GA 30338	Sweatt, Ellen	Chair, Bus Admin	(770) 551-3086
Floyd Coll	PO Box 1864	Rome, GA 30162	Mugleston, William	Chair, Soc & Cultural Stds	(706) 295-6300
			Perdue, Judy	Chair, Sci/Math/PE	(706) 295-6353
Gainesville Coll	Box 1358	Gainesville, GA 30503	Hunt, Kathryn	Chair, Math/Comp Sci	(770) 718-3886

Hawaii

Leeward CC	96-045 Ala Ike	Pearl City, HI 96782	Cabral, Manuel	Chair, Math/Natural Sci	(808) 455-0252

Idaho

N. Idaho College	1000 W. Garden Ave	Coeur D'Alene, ID 83814	Bennett, Barbara	Assoc Dean, Instr/ Appl	(208) 769-3436
			Brogan, Joan	Chair, Nursing	(208) 769-3436
			Carlson, Walter	Chair, Applied Tech	(208) 769-3474
			Christie, Kathleen	Assoc Dean, Instruction	(208) 769-3403
			Flint, Tom	Chair, Soc Sci	(208) 769-3417
			Foss, Maralee	Chair, PE	(208) 769-3353
			Johnson, Virginia	Chair, Eng/Eng Lang	(208) 769-3386
			Johnson, Alan	Dir, Learning Cntr	(208) 769-3446

CONFERENCE PARTICIPANTS LIST

Page 13

Illinois

		Jones, Terry	Chair, Fine Arts	(208) 769-3258
		Miller, Michael	Chair, Bus/Office Ed	(208) 769-3436
		Murray, Robert	Chair, Nat.Sci	(208) 769-3474
Black Hawk Coll	6600 34th Ave	Moline, IL 61265		
		Bachelder, Chris	Chair, Pub Svcs	(309) 755-3428
		Wismer, Jack	Ex Director, B & I	(309)796-1311 x1388
Coll of DuPage	22nd St Lambert Rd	Glen Ellyn, IL 60137		
		Baughman, David	Dean, Natural Sci	(708) 942-4234
Coll of Lake Cnty	19351 W. Wash. St	Grayslake, IL 60030		
		Buchta, Tom	Dean, LRC	(708) 223-6601 x2464
Danville Area CC	2000 E Main St	Danville, IL 61832		
		Summers, Michael	Chair, Tech & Info Sys	(217) 443-8786
DeVry Institute of Tech	1221 N Swift Rd	Addison, IL 60101		
		Graham, Sandra	Dean	(708) 953-1300 X314
Elgin CC	1700 Spartan Dr	Elgin, IL 60123		
		Vaca, MaryAnn	Assoc Dean, Allied Hth	(708) 888-7350
Illinois Central Coll	115 SW Adams	Peoria, IL 61635		
		Hungate, Tim	Chair, Public Services	(309) 999-4522
		Hungate, Carolyn	Chair, Health Occ	(309) 999-4600
Illinois Valley CC	815 N. Orlando Smith Ave	Oglesby, IL 61348		
		Groleau, Ron	Chair, Phys Sci	(815) 224-2720 x488
		Nall, Lori	Chair, Soc Sci	(815) 224-2720 x489
John A. Logan Coll	419 College Dr	Carterville, IL 62918		
		DeSoto, Jerry	Chair, English	(618) 985-3741

CONFERENCE PARTICIPANTS LIST

Page 14

Joliet JC	1215 Houbolt Rd	Joliet, IL 60431		
			Hegarty, Patrick	Chair-Culinary Arts (815) 729-9020 x2448
			Sterling, Robert	Chair, Soc & Beh Sciences (815) 773-6613
Lincoln Land CC	Shepherd Rd	Springfield, IL 62794		
			Andersen, Austin	Chair, Bio/Phy Sci (217) 786-2384
Malcolm X College	1900 W Van Buren	Chicago, IL 60612		
			Wilson, Wellington	Chair, Behav Sci
McHenry Cty Coll	8900 US Hwy 14	Crystal Lake, IL 60012		
			Beckstrom, Edward	Assoc Dean, Business (815) 455-8718
Moraine Valley CC	11000 S 88th Ave	Palos Hills, IL 60465		
			Burian, John	Chair, Pble Svc (708) 974-5240
Oakton CC	1600 E Golf Rd	Des Plaines, IL 60016		
			Jacobs, Les	Chair, Arch/Construction (708) 635-1851
Olive Harvey Coll	10001 S Woodlawn	Chicago, IL 60628		
			Waite, William	Chair, Business (312) 291-6243
Parkland Coll	2400 W Bradley Ave	Champaign, IL 61821		
			Blazier, Rich	Chair, Natural Sci (217) 351-2280
			Gerth, Sharon	Chair, Nursing (217) 351-2480
			Keener, Karen	Chair, Humanities (217) 351-2582
			Sargent, Gayla	Chair, Bus & Argi-Ind (217) 351-2213
Prairie State Coll	202 S Halsted St	Chicago Heights, IL 60411		
			Burke, Harry	Chair, Eng & Comm (708) 709-3789
			Hunter, Patricia	Chair, Health Svcs (708) 709-3529
			Johnson, Betty	Chair, Early Childhood Ed (708) 709-3628
Rock Valley Coll	3301 N Mulford Rd	Rockford, IL 61114		
			Vee, Steven	Chair, Life Sci/PE (815) 654-4443

CONFERENCE PARTICIPANTS LIST

Page 15

South Suburban Coll	15800 S State St	South Holland, IL 60473	Coates, James	Dir, Bus Prog	(708) 596-2000 x287
			Uzureau, Linda	Dean, Liberal Arts/Sci	(708) 210-5715
Triton Coll	2000 5th Ave	River Grove, IL 60171	Cece, Sandra	Coord, Real Estate/Mrkt	(708) 456-0300 x3287
Waubonsee CC	Rt 47 at Harter Road	Sugar Grove, IL 60554	Forst, Edmund	Asst Dean, Comm & Hum	(708) 466-4811
			Nespechal, Susan	Asst Dean, ABE/GED/ESL	(708) 892-3334 x110
William Rainey Harper Coll	1200 W Algonquin Rd	Palatine, IL 60067	Gotham, Jerry	Dean, Wellness & Human	(847) 925 6462

Indiana

Ivy Tech St Coll	2325 Chester Blvd	Richmond, IN 47374	Bond, Idris	Chair, Practical Nursing	(317) 966-2656 x372
Vincennes Univ	1002 N First St	Vincennes, IN 47591	Bowen, Mary	Chair, Office Occup	(812) 888-4294
			Burgei, Daniel	Chair, Crimin Just	(812) 888-4588
			Davis, Mike	Dean, Soc Sci	(812) 888-4286
			Fabyan, Joe	Chair, History/Pol Sci	(812) 888-5789
			Jendrzewski, Andrew	Chair, Art	(812) 888-4328
			Miller, Marjorie	Dean, Hlth Occ	(812) 888-5090
			Pierpont, Phillip	Dean, Humanities	(812) 885-4480

Iowa

Iowa Central CC	330 Avenue M	Fort Dodge, IA 50501	Boyd, Connie	Chair, Hlth Sci	(515) 567-0099 x2312
			Linney, Mary Sula	Chair, Hum/Lang	(515) 576-0099 x2623

CONFERENCE PARTICIPANTS LIST

Page 16

Kirkwood CC	PO Box 2068	Cedar Rapids, IA 52406		
		Collins, Joe	Assoc Dean, Ind Tech	(319) 398-4984
Western Iowa Tech CC	4647 Stone Ave	Sioux City, IA 51102		
		Erickson, JoAnn	Chair, Health/Human Ser	(712) 274-8733 x1244

Kansas

Dodge City CC	2501 N 14th Ave	Dodge City, KS 67801		
		Husband, John	Int Dean, Arts/Sci	(316) 225-1321
Garden City CC	801 Campus Dr	Garden City, KS 67846		
		Lee, Terry	Coord, Sci/Math	(316) 276-9553
Johnson County CC	12345 College Blvd	Overland Park, KS 66210		
		Gadberry, Joe	Chair, Science	(913) 469-3826
Johnson City CC	12345 College Blvd	Overland Park, KS 66210		
		Burnstad, Helen	Dir, Staff Develop	(913) 469-4437
		DiCostanzo, Joe	Dir, Math	(913) 469-8500 x3104
		Fagan, Mary Carol	Acad Dir, Voc Stds	(913) 469-8500 x4139
		Lamb, Bill	Dir, Engl/Journalism	(913) 469-8500 x3656
		Osborn, Bill	Dir, Ind Tech	(913) 469-3868
		Rhinehart, Marilyn	Asst Dean, Art/Hum/Sc	(913) 469-2527
Kansas City Kansas CC	7250 State Ave	Kansas City, KS 66112		
		Brown, James	Dean, Hum/Fine Arts	(913) 334-1100 x234
Pratt CC	348 NE SR 61	Pratt, KS 67124		
		Bauer, Donna	Dir, Nursing	(316) 672-5641
		Clouse, Ken	Dean, Occ Ed/Dir	(316) 672-5641
		DePew, Monette	Chair, Comm/Dvlp	(316) 672-5641
		DeWeese, Dwane	Chair, Auto Tech	(316) 672-5641
		Gordon, Pat	Chair, Market/Mid-Mngmnt	(316) 672-5641

CONFERENCE PARTICIPANTS LIST

Page 17

Proctor, Marvin

Chair, Math/Bio/Pys

(316) 672-5641 x208

Stratford, Jim

Dean, Arts/Sci

(316) 672-2557

Kentucky

Henderson CC

2660 S Green St

Henderson, KY 42420

Strawn, Tony

Chair, Arts/Humanities

(502) 830-5295

Owensboro CC

4800 New Hartford Rd

Owensboro, KY 42303

Rhoads, Judith

Dean, Academic Affairs

(502)686-4503

Paducah CC

PO Box 7380

Paducah, KY 42002

Halford, Andrew

Chair, Prof Develop

(502) 554-9200 X198

Univ of Kentucky CC Sys

17 Breckinridge Hall

Lexington, KY 40506

Kerwin, Michael

Coord, Fac/Stff & Prog Dvl

(606) 257-1539

Maine

Univ Coll of Bangor

29 Texas Ave

Bangor, ME 04401

Bearor, Dawn

Chair, Dental Health

(207) 581-6051

Maryland

Allegany CC

Willow Brook Rd

Cumberland, MD 21502

Frank, Debra

Coord, Bus/Mgmt

(301) 724-7700 X 131

Rocks, William

Dir, Resp Therapy

(301) 724-7700 x522

Balto City CC

600 E. Lombard St

Baltimore, MD 21202

Lazarus, Brian

Chair, Bus Info

(410) 333-8374

Charles Cnty CC

PO Box 910

La Plata, MD 20646

Pailen, Lillian

Chair, Fine Arts/Hum

(301) 870-3008 x363

Chesapeake Coll

PO Box 8

Wye Mills, MD 21679

Gregory, Conway

Chair, Social Sci

(410) 822-5400 X 330

CONFERENCE PARTICIPANTS LIST

Page 18

Frederick CC	7932 Opossumtwn Pike	Frederick, MD 21702	Wilson, George	Chair, Criminal Justice	(410) 822-5400
			Beal, Suzanne	VP, Acad Affairs	(301) 846-2572
			Davis, Shirley	Assoc Dean, Sci/Tech	(301) 846-2572
			Helfrich, Christine	Assoc Dean, Std Success	(301) 846-2518
Montgomery CC	51 Mannakee St	Rockville, MD 20850	Hoffman, Susan	Chair, Spch/Danc/Theat	(301) 279-5250
			Smith, Donald	Chair, Visual Comm	(301) 279-5256
Montgomery CC - Rockville	51 Mannakee St	Rockville, MD 20850	Ridgely, Sandra	Chair, Info Science	(301) 279-5186
			Schmid, Margaret	Chair, Counseling	(301) 279-5087
			Schulte, Matt	Chair, Phil/Frgn Lang	(301) 251-7427
			Scobie Merrick, Janet	Dir, Disability Support Srvc	(301) 279-5061
			Starr, Nathan	Chair, Soc/Anthr/Crim J	(301) 251-7475
Prince George's CC	301 Largo Rd	Largo, MD 20772	Barshay, Robert	Dean, English/Humanities	(301) 322-0561
			Cant, Catherine	Chair, Math/Eng	(301) 322-0450
			Fordham, June	Chair, Comp Info	(301) 322-0766

Massachusetts

Berkshire CC	1350 West St	Pittsfield, MA 01201	Nye, Christopher	Chair, Science	(413) 499-4660 X270
			Jolly, Eric		(617) 969-7100 x2544
Ed Dvlp Cntr	55 Chapel St	Newton, MA 02158			
Holyoke CC	303 Homestead Ave	Holyoke, MA 01040	Forsythe, Allen	Dean, Sci/Math	(413) 552-2283

CONFERENCE PARTICIPANTS LIST

Page 19

Middlesex CC	Springs Rd	Bedford, MA 01730		
		Tyler Higgins, Nancy	Chair, Early Childhood Ed	(617) 280-3206
North Shore CC	PO Box 3340	Danvers, MA 01923		
		Foley, Dolores	Program Dir, Nurse Ed	(508) 762-4155
Quinsigamond CC	670 W Boylston St	Worcester, MA 01606		
		Brown, James	Asst Dean, Business	(508) 854-4324

Michigan

Delta Coll	201 E Greene St	Univ Cntr, MI 48710		
		Boyse, Peter	President	(517) 686-9201
		Roznowski, Jim	Chair, Math/Comp Sci	(517) 686-9181
		Still, Jim	Chair, Lifelong Wellness	(517) 686-9018
Grand Rapids CC	143 Bostwick NE	Grand Rapids, MI 49426		
		Bezile, Richard	Dir, Ed Svcs	(616) 771-4133
		Paasche, Janet	Chair, Lang Arts	(616) 771-4243
Kirtland CC	10775 N St Helen Rd	Roscommon, MI 48653		
		Boeroma, Jerry	Coord-Law Enforce	(517) 275-5121 x323
		Marineau, Michelle	Director, Health Occ	(517) 275-5121 x254
		Marsh, Kathy	Chair, Occ Ed	(517) 275-5121 x245
		Murray, Larry	Chair, General Ed	(517) 275-5121 x278
Lansing CC	Box 40010	Lansing, MI 48901		
		Bentley, Robert	Chair, Comm	(517) 483-1040
		Bergeron, Jack	Team Leader	(517) 483-1478
		Bettinson, Charles	Dean, Comm Svcs	(517) 483-1727
		Byrne, Deborah	Coord, Perform Arts	(517) 483-1018
		Carlson, Steve	Chair, Science	(517) 483-1092
		DeNardo, Bill	Chair, Tech Careers	(517) 483-1372

CONFERENCE PARTICIPANTS LIST

Page 20

		Haase, Carolyn	Chair, Math/Science	(517) 483-1073
		Holda, William	Chair, Bus Careers	(517) 483-1522
		Knippenberg, Gary	Dean, General Ed	(517) 483-1010
		Masterson, Madeline	Interim Dir, Acad Affairs	(517) 483-1015
		Pawlowski, Robert	Chair, Math/Computer Sc	(517) 483-1087
		Pedroza, Jeffrey	Chair, Soc Science	(517) 483-1126
		Price, Donna	Chair, Health	(517) 483-1447
		Reagan, Richard	Chair, Communications	(517) 483-1057
		Smith, John Dale	Chair, Phys Fit/Perf Arts	(517) 483-9851
		Sullivan, Ellen	Dir, Comm Ed	(517) 483-1181
		VanKemper, Gary	Dir, Liberal Stds	(517) 483-1475
		Walker, Rosalie	Director, HR & Comm	(517) 483-5271
		Williams, Debbie	Chair, Lang Skills	(517) 483-1061
		Wimbish, Jennifer	Dean, Std & Acadm Support	(517) 483-1630
Macomb CC	14500 12 Mile Rd	Warren, MI 48093		
		Peters, Richard	Assoc Dean, Arts & Sci	(810) 445-7194
Mott CC	1401 E Court St	Flint, MI 48503		
		Benner, Michael	Assoc Dean, Tech	(810) 762-0500
		Hyduke, Robert	Assoc Dean, Math/Sci	(810) 762-0409
		Markowicz, Patricia	Assoc Dean, Hlth Sci	(810) 232-3271
N Central Mich Coll	1515 Howard St	Petoskey, MI 49770		
		Linnenberg, Daniel	Sociology Dept	(616) 348-6687
		Skinner-Linnenberg, Virginia	Chair, English	(616) 348-6683
N Michigan Univ	1401 Presque Isle	Marquette, MI 49855		
		Anderson, Walter	Head, Aviation/Occ Stds	(906) 227-2066
Oakland CC	2900 Featherstone Rd	Auburn Hills, MI 48326		
		Berman, Steven	Chair, English	(810) 340-6889

CONFERENCE PARTICIPANTS LIST

Page 21

		Boose, Kim	Chair, Instruct Cntr	(810) 340-6671
		Burdette, Kay	Chair, Comm/Humanities	(810) 360-5210
		Doidge, David	Dean, Math/Physical Sci	(810) 471-7707
		Einhardt, Barbara	Dean, Academic Svcs	(810) 340-6517
		Jackson, Pamela	Chair, Math	(810) 960-3988
		Keidan, Sarah	Chair, Econ/Polit Sci/Hist	(810) 471-7643
		Nowaczynski, Pat	Chair, Counseling	(810) 340-6561
		Piepenburg, Robert	Chair, Art	(810) 471-7711
		Rockind, Gladys	Chair, Math	(810) 340-6625
		Susskind, Tamar	Chair, Natrl Sci	(810) 340-6624
Schoolcraft CC	18600 Haggerty Rd	Livonia, MI 48152		
		Ferman, Catherine	Chair, Tech	(313) 462-4400 x5175
		Nathan, John	Chair, Engl	(313) 462-4400 x5294
		Schwartz, Randy	Chair, Math	(313) 462-4400 x5290
		Snyder, Gordon	Chair, Biology	(313) 462-4400 x5237
Washtenaw CC	4800 E Huron River Dr	Ann Arbor, MI 48106		
		Culver, Rosalyn	Chair, Bus Office Syst	(313) 973-3577
		Freme, John	Chair, Elec/Electron	(313) 973-3451
Minnesota				
Cambridge CC	33270 Polk St NE	Cambridge, MN 55008		
		Baas, Al	Dean, Instruction	(612) 689-7024
Central Lakes Coll	501 W College Dr	Brainerd, MN 56401		
		Keran, Doug	Dean, Applied Sci & Tech	(218) 828-5344
Dakota Cnty Tech Coll	1300 E. 145th Street	Rosemount, MN 55068		
		Loes, Doris	Chair, Comp/Finance	(612) 423-8497
		Mortenson, Gary	Chair, Gen Study/Ind Tech	(612) 423-8432

CONFERENCE PARTICIPANTS LIST

Page 22

		Sullivan, Diana	Chair, Health Care	(612) 423-8483
Lake Superior Coll	1309 Rice Lake Rd	Duluth, MN 55811		
		Laguerre, Jowel	Dean, Lib Arts	(218) 723-4922
North Hennepin CC	7411 85 Ave N	Brooklyn Park, MN 55445		
		Swanson, Jean	Int Assoc Dean-Liberal Art	(612) 424-0782
Rochester CC	851 30th Ave SE	Rochester, MN 55904		
		Mortenson, Curt	Coord, Comm	(507) 285-7517
		Schmitt, Evelyn	Coord, Nursing	(507) 285-7548

Mississippi

Copiah-Lincoln CC	PO Box 457	Wesson, MS 39191		
		Harrell, Danny	Chair-Soc.Sci	(601) 643-8376

Missouri

Cottey College	1000 W Austin	Nevada, MO 64772		
		Ross, Harold	VP, Acad Affs	(417) 667-8181
Crowder Coll	601 Laclede	Neosho, MO 64850		
		Austin, Jan	Chair-Bus/Agriculture	(417) 451-4700 x361
		Schumaker, Marianne	Int Chair, Comm/Fine Arts	(417) 451-4700 x399
East Central Coll	Box 529	Union, MO 63084		
		Kopp, Joy	Div Mgr, Soc Sci/English	(314) 583-5193 x2267
		Prugh, Patsy	Chair, Business	(314) 583-5195 x2327
Longview CC	500 SW Longview Rd	Lee's Summit, MO 64081		
		Everett, James	Assoc Dean, Occ Cont Ed	(816) 672-2217
		Kaczynski, John	Chair, Nat Sci/Auto/PE	(816) 672-2339
		Miller, Michael	Chair, English	(816) 672-2260
		Pratt, James	Chair, Bus	(816) 672-2320

CONFERENCE PARTICIPANTS LIST

Page 23

Metropolitan CC	3200 Broadway	Kansas City, MO 64111	Doucette, Don	Vice Chanc, Ed Srvc	(816) 759-1081
Penn Valley CC	3201 SW Trafficway	Kansas City, MO 64111	Dexter, Karen	Assoc Dean, Instruction	(816) 759-4350
			Forch, Irene	Chair, Business	(816) 759-4270
			Koch, Harold	Chair, Soc Sci	(816) 759-4284
			McGhee, Flin	Chair, Physcial Sci	(816) 759-4221
St. Charles CC	4601 Mid-Rivers Mall Dr	St. Peters, MO 63376	Porterfield, Patricia	Chair, Allied Hlth/Nursing	(314) 922-8280
St. Louis CC	11333 Big Bend	St. Louis, MO 63122	Aehle, Michael	Coord, Engineering	(314) 984-7765
			Berne, Richard	Chair, Psychology	(314) 595-4406
			Edwards, Carol	Dean, Marth	(314) 595-4347
			Hall, Carla	Chair, Info Sys	(314) 595-2337
			Murphy, Robert	Chair, Lib Arts/Political Sci	(314) 595-4408
			Rybicki, Carolyn	Act Assoc Dean, Bus	(314) 595-4353
			Stierholt, Eula	Chiar, Math	(314) 595-2347
			Tolson, Stephanie	Library Manager	(314) 595-4529
			Welch, Gerry	Admin Intern, Economics	(314) 539-5280
St. Louis CC - Meramec	11333 Big Bend Blvd	Kirkwood, MO 63122	Kalfus, Richard	Chair-Humanities	(314) 984-7538
			Loy, Willis	Assoc Dean, Math/Comm	(314) 984-7520
			Schrautemeier, Bernard	Chair, Physical Sci	(314) 984-7721
			Seese, Lillian	Chair-Math	(314) 984-7773
State Fair CC	3201 W 16th St	Sedalia, MO 65301	Henke, Cynthia	Chair, Allied Hlth/PE	(816) 530-5800x 226

CONFERENCE PARTICIPANTS LIST

Page 24

Montana

Flathead Valley CC	777 Grandview Dr	Kalispell, MT 59901		
		Beall, Bob	Chair-Bus/Tech	(406) 756-3898
		Lundgren, Jerry	Chair-Soc Sci	(406) 756-3813

Nebraska

Metropolitan CC	PO Box 3777	Omaha, NE 68103		
		Abel, Robert	Chair, Soc Sci & Servs	(402) 449-8509
		Goodrich, Dana	Chair, Comm/Hum	(402) 449-8360
Southeast CC	RR 2 Box 35A	Beatrice, NE 68310		
		McClure, Glennis	Coord, Area Tech Prep	(402) 228-3468 x320
		Ross, Richard	Dean, General Ed	(402) 437-2479
Univ of Nebraska	1210 Seaton Hall	Lincoln, NE 68588		
		Seagren, Al	Professor, Ed Admin	(402) 472-3726
		Watwood, Britt	Asst Dir, Cntr Higher Ed	(402) 472-3726
Western Nebraska CC	1601 E 27th St	Scottsbluff, NE 69361		
		Phelan, Daniel	VP, Ed Svcs	(308) 635-6103
		Schnell, Judy	Chair, Sci/Math/PE	(308) 635-6106

Netherlands

King William I College	Sportlaan 3, Box 122	's Hertogenbosch, 5235 BS		
		Barends, Jos	Dean, Economics	(073) 642-5125
		Brinkman, Theo	Manager, Technology	(073) 621-3366
		deKlijne-Lutje Schipholt, Bonni	Chair, Domestic Science	(073) 615-6363
		Dijkstra, Jouke	Asst Mnger, Business	(073) 642-5125
		Free, Coen	President	(073) 621-3366
		Habets, Myriam	Chair, Catering	(073) 621-3366

CONFERENCE PARTICIPANTS LIST

Page 25

Moerman, Yvonne	VP-For Lang, Eng	(073) 621-3366
Noe, Xander	Educational Management	(073) 614-3860
Opstelten, Gerard	Dean, Technical	(073) 621-6711
Peters, Peer	Dean, Sociology	(073) 613-6363
Sprengers, Johan	Technical/Vocational	(073) 621-5915
Strikkers, Bart	Student Services	(073) 621-5915
van Amelsfoort, Peter	Mngr, International Proj.	(073) 621-8566
van de Burgt, Hein	Electrical Engineering	(073) 621-6711
van Dinter, Bert	Building Construction	(073) 621-3366
van Gerven, Cor	Dean, Economics	(073) 642-5125
van Heumen, Ron		(073) 621-8566
van Strien, Bert	Tecnic's Electro	(073) 621-5915
van Uden, Rene	Occupational Studies	(073) 621-5915
Weijers, Wil	Manager, Architecture	(073) 621-5915

Nevada

CC Southern Nevada	1200 E Cheyenne Ave	North Las Vegas, NV 89030	
	Scott, Betty	Chair, Bus/Mgmt	(702) 880-1313

New Hampshire

NH Tech Coll	1066 Front Street	Manchester, NH 03102	
	Berlinguette, Roger	Dean, Acad Affairs	(603) 668-6706 x228

New Jersey

Brookdale CC	765 Newman Springs Rd	Lincroft, NJ 07738	
	Burnham, Peter	President	(908)224-2204
Sussex Cty CC	College Hill	Newton, NJ 07860	
	Carducci, Eleanor	Coord, Liberal Arts	(201) 300-2169

CONFERENCE PARTICIPANTS LIST

Page 26

New Mexico

		Hughes, Martha	Coord, All Hlth/Sci/Math	(201) 300-2170
Albuquerque TVI	525 Buena Vista SE	Albuquerque, NM 87106		
		Green, Katherine	Coord, Devel Eng	(505) 224-3973
		McBroom, Gerry	Asst Dean, Arts & Sci	(505) 224-3675
		Smith, Jana	Coord, Voc	(505) 224-3977
		Sullo, Theresa	Coord, Read	(505) 224-3973
N New Mexico CC	1002 N. Onate	Espanola, NM 87532		
		Rubin, Rita	Chair, Humanities	(505) 747-2290
Santa Fe CC	PO Box 4187	Santa Fe, NM 87502		
		Machen, Meredith	Head, Develop Studies	(505) 438-1334
		Pantano, John	Head, Arts/Sci	(505) 438-1371

New York

Broome CC	PO Box 1017	Binghamton, NY 13902		
		Dickson, Mary	Chair, English	(607) 778-5080
Corning CC	1 Academic Drive	Corning, NY 14830		
		Page, Bonnie	Chair, Nur/Hlth/PE/Rec	(607) 962-9241
Erie CC	121 Ellicott St	Buffalo, NY 14203		
		Barnes, Kenneth	Academic Dean	(716) 851-1113
Genesee CC	One College Rd	Batavia, NY 14020		
		Murray, John	Dean, Curr/Instr	(716) 343-0055 x6445
		Murray, Judy	Dean, Math/Sci & Career	(716) 343-0055 x6326
Monroe CC	1000 E Henrietta Rd	Rochester, NY 14623		
		Campbell McDade, George	Chair, Art	(716) 292-3105
		Connolly-Lauder, Barbara	Chair, Nursing	(716) 292-2453

CONFERENCE PARTICIPANTS LIST

Page 27

		Cox, Donna	Chair, English	(716) 292-3377
		Pixley, Elizabeth	Chair, Biology	(716) 292-2721
		Spina, Peter	President	(716) 292-2100
		Thompson, Gary	Chair, Law/Criml Jstc	(716) 262-1773
Rockland CC	145 College Rd	Suffern, NY 10901		
		Brown, Beverly	Chair, Anthropology	(914) 574-4422
SUNY Coll of Tech	So Brooklyn Ave	Wellsville, NY 14895		
		Brumm, Robert	Chair-Draft/CAD	(716) 593-6270
Ulster CC	Cortekill Road	StoneRidge, NY 12484		
		DeFina, Anita	Chair, Math/Phys Sci	(914) 687-5222
		Sheldon, William	Faculty, Business	(914) 687-5196

North Carolina

Cape Fear CC	411 N Front St	Wilmington, NC 28401		
		Ilyas, Mohammad	Chair, Science/Math	(910) 251-5612
Central Piedmont CC	PO Box 35009	Charlotte, NC 28235		
		Ballard, Carl	Head, Accounting	(704) 342-6545
		Launt, Jonathan	Chair, Eng/Foreign Lang	(704)342-6506
		Rector, Gary	Chair,Public Safety	(704) 342-6026
Chowan Cnty Cntr	PO Box 145	Edenton, NC 27932		
		Hurdle-Winslow, Lynn	Assoc Dean	(919) 482-7900
Coastal Carolina CC	444 Western Blvd	Jacksonville, NC 28540		
		Black, Doris	Chair, Dental Health	(910) 938-6271
		Douglas, Linda	Chair, Human & Soc Sci	(910) 455-1221 or
		Gribble, Paula	Chair, Nursing/All Health	(910) 9386269
		Heatherly, David	Dean, Curriculum Ed	(910) 938-6225
		Herring, Marianne	Chair, Ind Tech	(910) 455-1221

CONFERENCE PARTICIPANTS LIST

Page 28

Gaston Coll	201 Hwy 321 S	Dallas, NC 28034	Lewis, Dewey	Chair, Math & Sci	(910) 938-6327
			Lingle, Ronald	President	(910) 938-6210
			Purvis, Walter	Chair, Business Tech	(910) 938-6349
Western Piedmont CC	1001 Burkemont Ave	Morganton, NC 28655	Crane, Duane	Chair, Sci	(704) 922-6338
			Richardson, Jim	President	(704) 438-6010

North Dakota

North Dakota St Coll of Sci	800 N. 6th St	Wahpeton, ND 58076			
			Baumann, Marlys	Chair-Nursing	(701) 671-2968
			Henrickson, Gary	Chair, English	(701) 671-2317
			Johnson, James	Chair, Auto Body	(701) 671-2729
			Johnson, Lowell	Chair, Soc Sci	(701) 671-2951

Ohio

Belmont Tech Coll	1 College Way	Cadiz, OH 43907			
			Lewis, Arnold	Director, North Center	(614) 942-2222
Cincinnati State Tech & CC	3520 Central Pkwy	Cincinnati, OH 45223			
			Daniels, Richard	Chair, Eng Tech	(513) 569-1427
			Dolan, Sue	Coord, English Tech	(513) 569-1774
			Schaller, Roger	Coord, Eng Tech	
			Sullivan, Elizabeth	Coord, Bus Comp Sci	(513) 569-1656
			Thomas, Jerry	Eng Tech	(513) 569-1771
Columbus State CC	550 E. Spring St	Columbus, OH 43215			
			Budke, Jonnie	Chair, Behav Sci	(614) 227-5040
			Montanaro, Doug	Chair, Humanities	(614) 227-5359
			Owen, Polly	Chair, Nursing	(614) 227-2507

CONFERENCE PARTICIPANTS LIST

Page 29

		Queen, Robert	Chair, Eng Tech	(614) 227-5013
		Rezin, Andrew	Chair-Auto Tech	(614) 227-5303
		Stratton, Jim	Chair, Construction	(614) 227-5032
Cuyahoga CC	4250 Richmond Rd	Highland Hills Village, OH 44122		
		Buckner, Ginny	Coord, Early Childh	(216) 987-2380
Firelands College	901 Rye Beach Rd	Huron, OH 44839		
		Pommersheim, John	Chair, Soc Sci	(419) 433-5560
Hocking Coll	3301 Hocking Pkwy	Nelsonville, OH 45764		
		Walsh, John	Act Dir, Eng Tech	(614) 753-3591 X2339
Kettering Coll- Med	3737 Southern Blvd	Kettering, OH 45429		
		Beck, Lavonne	Int Dir, Nursing	(513) 296-7219
		DeLange, Paul	Co-Chair, General Ed	(513) 296-7201 x5650
		Grady, Max	Chair, Allied Health	(513) 296-7201 x5696
		Hill, Thomas	Chair, Resp. Care	(513) 296-7201
		Lawson, A. Melville	Dean, Acad Aff	(513) 296-7837
		Massey, Scott	Assoc Chair, Physician Ast	(513) 296-7238
		Ontko, Linda	Chair, Med Sonography	(513) 296-7201 x5662
Lakeland CC	7700 Clocktower Dr	Kirtland, OH 44094		
		Doerr, Judith	Dean, Soc Sci	(216) 953-7079
		Sowerby, Sherry	Chair, Early Childhood Ed	(216) 953-7219
Mercy College of NW Ohio	2238 Jefferson Avenue	Toledo, OH 43624		
		Kelley-Robarge, Becky	Dean, Academic Affairs	(419) 259-1785
Sinclair CC	444 W. Third St	Dayton, OH 45402		
		Daughtry, Gloria	Assoc Prof, Nursing	(513) 449-6122
		Fletcher, Dona	Act Chair, Sociology	(513) 226-2944
		Goldman, Gloria	Chair, Nursing	(513) 226-2848

CONFERENCE PARTICIPANTS LIST

Page 30

Stark Tech College	6200 Frank Ave, NW	Ruckman, Robert	Chair, Music	(513) 226-2541
		Gall, Thenice	Dean, Gen Stds	(216) 494-6170 x234
		Pattison, Janice	Chair, Office Admin	(216) 494-6170 x359
Terra CC	2830 Napoleon Rd	Muman, James	Chair	(419) 334-8400
		Sullivan, Lynette	Chair, Humanities/Hum Srv	(419) 334-8400 x391
		Warnicke, Jacqueline	Chair, Bus	(419) 334-8400 x358
UC - Clermont	4200 Clermont Coll Dr	Wolff, George	Chair, Hum/Soc Sci	(513) 732-5292
		Rossi, Ronald	Chair, Criminal Justice	(419) 537-3383
Univ of Toledo	2801 W Bancroft	Wolff, George	Chair, Hum/Soc Sci	(513) 732-5292
		Rossi, Ronald	Chair, Criminal Justice	(419) 537-3383

Oklahoma

Oklahoma CC	7777 S May Ave	Ackerman, Ann	Dean, Sci/Math	(405) 682-7508

Oregon

Central Oregon CC	2600 NW College Way	Wisner, Bern	Chair, Bus Admin	(503) 383-7716
Lane CC	4000 E 30th Ave	Powell, Jack	Chair, Eng/For Lang/ Sp	(503) 747-4501 ext 2420
Linn-Benton CC	6500 Pacific Blvd SW	Weiss, Mark	Chair, Counseling	(541) 917-4780
Portland CC	8675 SW Cecilia Terrace	Kurzet, Reuel	Chair, ESL	(503)977-4504

CONFERENCE PARTICIPANTS LIST

Page 31

Pennsylvania

Allegheny Cty CC	808 Ridge Ave	Pittsburgh, PA 15212	Todd Croyle, Allysen	English Dept	(412) 237-2538
Bucks County CC	Swamp Road	Newtown, PA 18940	Fisher, Hazel	Chair, Lang & Lit	(215) 968-8152
CC of Philadelphia	1700 Spring Garden St	Philadelphia, PA 19130	Johnson, Joan	Ex Dir, Library & Learn Res	(215) 751-8384
Harcum JC	Morris & Montgomery Ave	Bryn Mawr, PA 19010	Hilosky, Alexandra	Chair, Health & Science	(610) 526-6061
Harrisburg Area CC	THACC Dr	Harrisburg, PA 17110	Dockery, Michael	Dean, Arts/Comm	(717) 780-2425
Luzerne Cty CC	1333 So Prospect St	Nanticoke, PA 18634	Wills, John	Chair, English	(800) 377-5222 X328
Montgomery Cty CC	340 DeKalb Pike	Blue Bell, PA 19422	Bachmann, Peter	Chair, Math/Sci/Tech	(215) 641-6460
			Campbell, Dorothy	Dean, Nursing	(215) 641-6471

South Carolina

Greenville Tech	Box 5616 Stat B	Greenville, SC 29606	Jones, Linda	Head, Langs/Literature	(803) 250-8377
Orangeburg-Calhoun Tech	3250 St. Matthews Rd	Orangeburg, SC 29115	Allen, Dorothy	Chair, Dev Studies	(803) 535-1323
			Black, Pat	VP, Instruction	(803) 535-1202
			Green, Harold	Chair, Ind'l Tech	(803) 535-1293
			Hammond, Mike	Chair, Arts/Sci	(803) 535-1267
			Olson, Jeff	President	(803) 535-1200

CONFERENCE PARTICIPANTS LIST

Page 32

Sloop, June Chair, Bus/Comp Tech (803) 535-1307

Wood, Marcia Chair, Allied Hlth/Nrsg (803) 535-1337

Trident Tech Coll PO Box 118067

Charleston, SC 29423

Straub, Bernard Head, Information Sys (803) 572-6385

Tennessee

Nashville St Tech 120 White Bridge Rd

Nashville, TN 37209

Brown, Anne Head-Occup Therpy (508) 793-8129

Roane State CC 276 Patton Lane

Harriman, TN 37748

Howard, William Dean, Hlth Sci (423) 882-4594

Wilken, Karen Assoc Dean, Nursing (423) 882-4605

State Tech Inst 3983 Macon Cove

Memphis, TN 38134

Cleaves, Cheryl Chair, Dvlp Math (901) 383-4110

Hobbs, Margie Dean, Academic Svcs (901) 383-4321

Shrader, Thurston Chair, Business (901) 383-4423

Texas

Austin CC 1020 Grove Blvd

Austin, TX 78741

Sanders, Cecile Chair, Hlth Tech (512) 223-6106

Segura, Dolores Chair, Reading (512) 223-6065

Blinn Coll 902 College Ave

Brenham, TX 77833

LaCour, Debra Dean, Academic (409) 830-4117

Brookhaven Coll 3939 Valley View Ln

Farmers Branch, TX 75244

Grigsby, Lindle Dean, Cont Ed (214) 620-4721

Kolesar Lynch, Marilyn Dean, AutoEnvrnmtlTech (214) 620-4189

Cedar Valley Coll 3030 N Dallas Ave

Lancaster, TX 75134

Stanglin, Gerald Dean, Business/Soc Sci (214) 372-8110

CONFERENCE PARTICIPANTS LIST

Page 33

Dallas County CC	LeCroy Ctr, 9596 Walnut St	Dallas, TX 75243		
		Tulloch, Jacquelyn	Dir, Instruc Telecomm	(214) 699-6408
El Paso CC	PO Box 20500	El Paso, TX 79998		
		Henry, Maureen	Chair, Math/Sci/EXSS	(915) 594-2019
		Luehrs Wolfe, Linda	Chair, Pub Svc/Tech	(915) 594-2298
		Ochotorena, Ruben	Chair, Comm-RG	(915) 534-3435
		Perez, Lydia	Chair, Bus/Comp Occ	(915) 594-2101
Houston CC	4310 Dunlavy #231F	Houston, TX 77006		
		Garcia, Blanca	Asst Dean, Acad & Tech	(713) 942-2404
		Menon, Sarah	Head, Soc/Anthr/Econ	(713) 630-1147
Houston CC Central Coll	3517 Austin	Houston, TX 77004		
		Villacis, Carlos	Head, Foreign Lang	(713) 630-1878
Kingwood College	20000 Kingwood Dr	Kingwood, TX 77339		
		Kochersperger, Reba	Assoc Dean, Fine Arts	(713) 359-1618
Lee College	PO Box 818	Baytown, TX 77522		
		Cooper, Brenda	Chair, Soc/Behavioral Sci	(713) 425-6370
		Hanggee, Carol	Chair, Business Tech	(713) 425-6407
Mountain View Coll	4849 West Illinois	Dallas, TX 75211		
		Harris, Allatia	Dean, Communications	(214) 333-8624
		Richards, Donna	Dean, Ext Day Prog	(214) 333-8610
North Harris Coll	2700 W W Thorne Dr	Houston, TX 77073		
		Berry, James	Dir, Tech	(713) 443-5736
		Carmichael, Georgia	Asst Dean, Instruction	(713) 443-5404
		Dolezal, Pamala	Interim CE Dean	(713) 443-5608
		Ellington, Deborah	Assoc Dean, Fine Arts	(713) 443-5646
		Franks, Megan	Professor, HPE/K	(713) 443-5650

CONFERENCE PARTICIPANTS LIST

Page 34

		Golding, Lisa	Int Dir, Learn Cntr	(713) 443-5504
		Malague, Marianne	Dean, Instruction	(713) 443-5439
		Shugart, Sanford	President	(713) 443-5444
		Timpanaro, Patricia	Assoc Dean, Hlth Occ	
		Zizelman, Nockie	Dean, Instruction	(713) 443-5439
North Lake Coll	5001 N Mac Arthur Blvd	Irving, TX 75038		
		Mpinga, Derek	Prof/Dir, Math/Inst Sci	(214)659-5160
Northwest Coll	901 Yorkchester	Houston, TX 77079		
		Baynum, Thomas	Coord-Humanities	(713) 468-0955
		Hernandez, Ken	Coord-Business	(713) 468-0955
		Wills, Mary Alice	Acting Dean, Instr	(713)718-5725
Palo Alto Coll	1400 W Villaret	San Antonio, TX 78224		
		Beechinor, Diane	Chair, Sciences/PE	(210) 921-5155
San Antonio Coll	1300 San Pedro Ave	San Antonio, TX 78212		
		DeArmond, Mary Ann	Director, Academic Progs	(210) 733-2834
		Morrell, Mary	Chair, Vis Arts & Tech	(210) 733-2894
		Revell, Leana	Chair, Nursing	(210) 733-2368
		Swanson, Carol	Chair-Frgn Lang/ESL	(210) 733-2620
San Jacinto Coll	13735 Beamer Rd	Houston, TX 77089		
		Jordan, Helen	Chair, Health Sci	(713) 922-3466
South Plains Coll	1401 College Ave	Levelland, TX 79336		
		Felker, Michael	Chair, Eng	(806) 894-9611 x434
		King, Edward	Chair, Chem/Sci	(806) 894-9611 x310
St. Philip's Coll	1801 Martin Luther King Dr	San Antonio, TX 78203		
		Dunagan, Clint	Acting Chair, Psych	(210) 531-3390

CONFERENCE PARTICIPANTS LIST

Page 35

St Philips Coll	1801 Martin Luther King Dr	San Antonio, TX 78203		
		Witte Howell, Barbara	C. E. Specialist, Health	(210) 531-4770
Tarrant Cty JC	5301 Campus Dr	Fort Worth, TX 76119		
		Bagley, Jo	Chair, Health Sci	(817) 531-4544
		Kelly, Janice	Chair, Business	(817) 531-4575
Temple JC	2600 S First St	Temple, TX 76504		
		VanNess, James	Dean, Instruction	(817) 773-9961
Tyler Junior Coll	PO Box 9020	Tyler, TX 75711		
		Zeigler, Linda	Dir, Journalism	(903) 510-2335

Utah

Salt Lake CC	PO Box 30808	Salt Lake City, UT 84130		
		Hadley, Patricia	Chair, Humanities	(801) 957-4192
		Pomeranz, Barbara	Chair, Fine Arts/Soc Sci	(801) 957-4130
		Youngman, Curtis	Marketing	(801) 957-4300
Utah Valley St Coll	800 W 1200 S	Orem, UT 84058		
		Chipman, Kenneth	Chair, Mathematics	(801) 222-8261
		Jespersen, Oscar	Chair, Political Sci/Hist	(801) 222-8000 X8370

Vermont

Vermont Tech Coll	PO Box 500	Randolph Center, VT 05061		
		Knox, John	Chair, Math	(802) 728-1204
		Maynard, Louise	Chair, Mechanical Eng	(802) 728-1284
		Twing, Joyce	Chair, Ag/Bus	(802) 782-1215

Virginia

Blue Ridge CC	Box 80	Weyers Cave, VA 24486		
		Clever, Kenneth	Chair, Vet Tech	(703) 234-9261 x205

CONFERENCE PARTICIPANTS LIST

Page 36

		Lee, Paul	Chair, Bus/Dvlp Std	(703) 234-9261 x206
Central Virginia CC	3500 Wards Rd	Lynchburg, VA 24502		
		Fisher, Marilyn	Chair-Human/Soc Sci	(804) 386-4617
Northern Virginia CC	8333 Little Rvr Trnprk	Annandale, VA 22003		
		Connolly, Charlene	Chair-Health	(703) 323-3404
Virginia Western CC	Box 14045	Roanoke, VA 24038		
		Archer, Julian	Dean, Acad Affs	(540) 857-7313

Washington

Big Bend CC	7602 Chanute	Moses Lake, WA 98837		
		Iverson, Patricia	Chair, Off Info Mngmnt	(509) 762-6266
Clark College	1800 E. McLoughlin	Vancouver, WA 98663		
		Governale, John	Chair, Social Sciences	(360) 992-2463
		Ramsey, Chuck	Chair, Humanities	(360) 992-2188
		Wolff, Susan	Assoc Dean, Instruction	(360) 992-2217
Cntr for Ethical Leadership	464 12th Ave., Suite 320	Seattle, WA 98122		
		Grace, Bill		(206) 328-3020
Green River CC	12401 SE 320th St	Auburn, WA 98092		
		Sauers, Stephen	Chair, Business	(206) 833-9111 X392
Highline CC	PO Box 98000	Des Moines, WA 98198		
		Stams, Carol	Coord, Comp Info	(206) 878-3710 X3448
North Seattle CC	9600 College Way N	Seattle, WA 98103		
		Bill, Willard	Assoc Dean, Soc Sci	(206) 527-3722
		Esdaille, Eustace	Assoc Dean, Business	(206) 526-7798
Pierce College	9401 Farwest Dr SW	Tacoma, WA 98498		
		Colleran, Karen	Chair, Soc Sci/Early Child	(206) 964-6696

CONFERENCE PARTICIPANTS LIST

Page 37

S Seattle CC	6000 16th Ave SW	Seattle, WA 98106	Griffin, Suzanne	Asst Dean, Gen Studies	(206) 768-6869
Spokane CC	1810 N Greene St	Spokane, WA 99207	Kary, Cal	Chair, Counseling	(509) 533-7039
			Spicker, Monica	Chair, Nat Resource	(509) 533-7265
Spokane Falls CC	3410 W Ft George Wright	Spokane, WA 99204	Coffman, Penny	Chair, Math	(509) 533-3655
Washington State Univ	SE 735 Staley Dr	Pullman, WA 99163	Gmelch, Walter	Chair, Educ Lead	(509) 335-9117

West Virginia

West VA Inst Tech	323 Young Library	Montgomery, WV 25136	Stewart, Rodney	Dir, Ext & Comm Serv	(304) 442-3029
-------------------	-------------------	----------------------	-----------------	----------------------	----------------

Wisconsin

Chippewa Vllly Tech	620 W Claremont	Eau Claire, WI 54701	Dickens-Grosskopf, Margaret	Dir, Nursing	(715) 833-6419
			Michaud, Steve	Instructor, Mach Tool	(715) 833-6310
Fox Valley Tech	1825 N Bluemound Dr	Appleton, WI 54913	Burdick, Robert	Assoc Dean, Std Svcs	(414) 735-5715
			Donovan, Maureen	Curriculum Specialist	(414) 735-2412
			Lewis, Kay	Acad Counselor	(414) 735-5687
			Mishler, Carol	Dir, Plan Res/Devel	(414) 735-5680
			Pierce, Jim	Dean, Bus/Market	(414) 735-5685
Green Bay Correctional Inst	Riverside Drive	Green Bay, WI 54301	Donovan, Thomas	Education Director	(414) 432-4877

CONFERENCE PARTICIPANTS LIST

Page 38

Lakeshore Tech Coll	1290 North Ave	Cleveland, WI 53015		
		Hilke, Tom	Dean, Gen Ed/Std Svcs	(414) 458-4183
Madison Area Tech	3550 Anderson St	Madison, WI 53704		
		Butler, Jerry	Chair, Art	(608) 246-6002
		Eigenfeld, James	Dean, Business	(608) 246-6230
Madison Area Tech Coll	PO Box 419	Reedsburg, WI 53959		
		Alt, John	Dean, Admin	(608) 524-4386
		Keiser, Jerry	Campus Administrator	(414) 563-6611
		Linstroth, Donald	Administrator, Adult/Cont	(608) 246-5201
Milwaukee Area Tech	700 W State St	Milwaukee, WI 53233		
		Martin, Vicki	Reg Admin, Stud Svcs	(414) 571-4735
		Rodriguez-Lopez, Antonia	Supervisor, Basic Skills	(414) 353-5669
Moraine Pk Tech	2151 N Main St	West Bend, WI 53095		
		Franics, Lucia	Assoc Dean, Serv Occ	(414) 335-5757
		Liebert, Ryan	Accountant	(414) 924-3233
		Oehmcke, Chuck	Dean, Svc Occ	(414) 924-3287
		Stich, Lisa	Administrator	(414) 924-3313
Nicolet Area Tech Coll	Box 1388	Minocqua, WI 545548		
		Dailey, Beth	Dean, Lakeland Camp	(715) 356-6753
No Central Tech Coll	1000 W Campus Dr	Wausau, WI 54401		
		Barr, Karen	Trainer, Bus & Ind	(715) 675-3331 x4358
Univ of Wisc - Sch of Ed	1025 W Johnson St	Madison, WI 53706		
		Sorensen, Robert	Assoc Dir, Admin	(608) 263-2548
Waukesha Tech Coll	800 Main St	Pewaukee, WI 53072		
		Bulloch, William	Assoc Dean, Mfg Tech	(414) 691-5345
		Gotham, Kathleen	Assoc Dean, Nursing	(414) 691-5368

CONFERENCE PARTICIPANTS LIST

Page 39

Western WI Tech Coll	PO Box 908	La Crosse, WI 54602		
		Schwandt, Linda	Inst, Soc Sci/Eval Coord	(608) 789-4787
WI Indianhead Tech	HCR 69 Box 10B	Shell Lake, WI 54871		
		Brill, Jann	Dean, Instruction/Plan	(715) 468-2815
		Larson, Piper	Dean, Instructional Plan	(715) 468-2815
		Lemler, Thomas	Campus Administrator	(715) 234-7082
		Moldenhauer, Gary	Dean, Agr/Trade & Indust	(715) 246-6561
		Peters, Walt	Dean, Trade & Tech	(715) 468-2815

Wyoming

Northern Wyoming CC	PO Box 1500	Sheridan, WY 82801		
		Nipps, James	Chair, Bus/Soc Sci	(307) 674-6446 x6226
Northwest Coll	231 With Street	Powell, WY 82435		
		Sturmer, Gary	Chair, Soc Sci	(307) 754-6544